

MENDING INEQUALITIES

Men and Gender Equality
in the OSCE Region



Organization for Security and
Co-operation in Europe

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Acknowledgments

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Foreword

Gender equality is high on the agenda of the OSCE as it is for international organizations and national governments. Persistent inequalities still stand in the way of prosperity, security and societal advancement overall.

This technical publication examines a specific facet of the broad agenda to promote gender equality—the role of men and boys as participants in and leaders of gender equality initiatives. Gender is not synonymous with women, yet gender equality has long been treated as rather a “women’s issue.” Of course, men “are just as gendered as women”¹.

This document serves as background material for a technical meeting of experts, planned by the Gender Section of the OSCE Secretariat in 2011-2012. The primary focus of this resource is the experiences of the OSCE participating States and is intended to promote greater thought about how to increase the engagement of men and boys in gender equality initiatives in the OSCE region. The document focuses on good practices and areas in which efforts are being made to involve men and boys in gender equality work, both in generally promoting equitable relations between men and women and, most often, through projects in specific priority areas where inequalities persist.

The publication provides a framework for understanding gender identity and masculinities and highlights strategies for engaging men. The good practices highlighted fall into one of two categories. The first group are the entry points through which work with men around gender equality has most commonly been initiated (sexual and reproductive health, gender sensitive fatherhood, and the prevention of gender-based violence, for example). Not surprisingly, these are issues with which men often have a direct and personal connection. The second category concerns spheres or institutions where gender inequalities are the most visible (in governance and politics, corporate business and the military, for example). Involving men in gender initiatives in these “masculinised” settings has been considerably more limited but is nevertheless critical to challenging gender stereotypes and advancing equality.

Most of the initiatives described in this publication have creating gender equality as an underlying goal and are transformative of gender roles.

Initiatives that are based in OSCE participating States are prioritized, as they are highly relevant to the OSCE executive structures, the main potential users of this publication.

However, a selection of important and widely recognized projects with men and boys from other regions of the world are also included in this compilation. Because the OSCE region itself represents a diversity of experiences in engaging men in gender equality efforts, there is value to considering external examples as well.

Gender equality is essential for achieving sustainable security and upholding human rights. May stakeholders across OSCE structures and participating States find in this resource inspiration and guidance to better use the tremendous potential of men and boys in gender equality measures.



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Senior Adviser on Gender Issues

List of Abbreviations and Acronyms

AIDS	Acquired Immunodeficiency Syndrome
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CEO	Chief Executive Officer
CIS	Commonwealth of Independent States
CoE	Council of Europe
CSW	Commission on the Status of Women
DCAF	Geneva Centre for the Democratic Control of Armed Forces
DDR	Disarmament, Demobilization and Reintegration
EU	European Union
GBV	Gender-Based Violence
HIV	Human Immunodeficiency Virus
HR	Human Resources
ILO	International Labour Organization
LGBT	Lesbian, Gay, Bisexual and Transsexual
MDG	Millennium Development Goals
MP	Member of Parliament
NGO	Non-Governmental Organization
ODIHR	Office for Democratic Institutions and Human Rights
OSCE	Organization for Security and Co-operation in Europe
SALW	Small Arms and Light Weapons
ToT	Training of Trainers
UN	United Nations
UNICEF	UN Children's Fund
UN-INSTRAW	UN International Research and Training Institute for the Advancement of Women
UNDP	UN Development Programme
UNFPA	UN Population Fund
UNSCR 1325	UN Security Council Resolution 1325 on Women, Peace and Security
VAW	Violence Against Women
WHO	World Health Organization

1. Context

1.1 The Gender Equality Framework and Overview in the OSCE Region

Gender equality is not merely an aspiration but is also a critical principle of international human rights and a commitment undertaken by the vast majority of nations. The international legal framework that supports gender equality encompasses both ameliorating the position of women and engaging men and boys in initiatives to promote equality. Within this international context, however, considerably more attention has been given to the issue of women's empowerment, and men's engagement has only emerged as an area that requires critical focus quite recently. Despite a strong framework that supports the engagement of men, in practice there are still many hurdles to overcome to make men's participation a reality.

1.1.1 International mandate on women's empowerment and men's participation

With the entry into force of the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1981, State parties committed to eradicating discrimination in order to remove a primary obstacle to the participation of women on equal terms with men in political, social, economic and cultural life. While focused on spheres where women face discrimination, CEDAW also indicates that improving the situation for women alone will not bring about equality. Specifically, the Convention notes that “a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women”- paving the way for later articulations of the role of men in gender equality work. The entry into force of CEDAW, and its system of State reporting, was the impetus for many women's organizations to become engaged in advocacy around women's rights. From the beginning, men also worked in support of women's rights, but their early impact was insignificant due to their limited numbers, isolation from each other and failure to influence other groups of men or disproportionately masculinised institutions.

Male gender equality advocates point to the 1994 International Conference on Population and Development in Cairo as instrumental in consolidating and directing their efforts. At the conference, consensus was reached around critical development goals to be reached by 2015. To direct efforts, a Programme of Action was adopted which made specific note that “[m]en play a key role in bringing about gender equality since, in most societies, men exercise preponderant power in nearly every sphere of life, ranging from personal decisions regarding the size of families to the policy and programme decisions taken at all levels of Government.”¹

The following year, at the Fourth World Conference on Women, 189 governments agreed to a Platform for Action, an agenda for women's empowerment across twelve critical areas of concern.

¹ Paragraph 4.24, Programme of Action, Adopted at the International Conference on Population and Development, Cairo 5-13 September 1994.

The signatories to the Beijing Platform for Action expressed a determination to “[e]ncourage men to participate fully in all actions towards equality” and recognized that “women share common concerns that can be addressed only by working together and in partnership with men towards the common goal of gender equality around the world².”

In 2004, the UN Commission on the Status of Women (CSW) focused on the role of men and boys in achieving gender equality and engaged experts to discuss this theme in detail, which led to the articulation of agreed conclusions³ and specific recommendations issued by the Secretary General⁴. In its conclusions, the CSW recognized the mutual benefits of gender equality and, in turn, the negative impacts of inequality to both men and women. “[M]en and boys, through taking responsibility themselves and working jointly in partnership with women and girls, are essential to achieving the goals of gender equality, development and peace.” The conclusions stress men’s potential to bring about change in roles, relationships and attitudes, access to resources and decision-making, all of which are essential to achieving gender equality. These documents highlight key areas for action that encompass the family, the workplace and society at large:

- Socialization and education of boys and young men;
- The role of men in the workplace and in sharing family responsibilities;
- Changing perceptions about the role of men and boys in care giving;
- Combating HIV/AIDS; and
- Eliminating violence.

Relevant to the European region, both the Council of Europe (CoE) and European Union (EU) provide an additional framework for greater male involvement in gender equality initiatives. For example, the Parliamentary Assembly of the CoE considers the involvement of men as a condition *sine qua non* for the realization of equality between women and men⁵. Likewise the Council of the European Union has reiterated CSW conclusions noting that “in order to improve the status of women and promote gender equality, more attention should be paid to how men are involved in the achievement of gender equality, as well as to the positive impact of gender equality for men and for the well-being of society as a whole⁶.” The EU urges Member States to support men’s involvement in promoting and achieving gender equality in a manner consistent with the empowerment of women and girls. The European Commission is supporting the exchange of good practices in a number of thematic areas (for example, gender-based violence, gender stereotypes, childcare, parental leave and gender pay gaps), many of which have targeted men specifically.

1.1.2 The OSCE approach to gender equality

The OSCE views gender equality as integral to peace, security and sustainable democracy, recognizing the benefits to both men and women and endorsing a gender mainstreaming approach⁷. Gender mainstreaming refers to a process by which a gender perspective flows through all organizational structures and processes, both internal to the Organization (implicating management, staffing and recruitment) and external, such as in programming

2 Paragraph 25, Beijing Declaration and Chapter 1, paragraph 3, Beijing Platform for Action.

3 Agreed conclusions on the role of men and boys in achieving gender equality, Commission on the Status of Women, 48th session, 1-12 March 2004, <http://www.un.org/womenwatch/daw/csw/csw48/ac-men-auv.pdf>.

4 The Role of Men and Boys in Achieving Gender Equality, Report of the Secretary-General, UN Economic and Social Council, E/CN.6/2004/9 (2003).

5 Recommendation 1853 (2008) Involving men in achieving gender equality.

6 EU Council Conclusions on Men and Gender Equality, Council of the European Union, adopted 1 December 2006.

7 OSCE Action Plan for the Promotion of Gender Equality (2004), adopted by Ministerial Council Decision 14/04.

across the three dimensions. Ministerial Decision No. 14/05 (2005), for example, calls for concrete actions by the OSCE to integrate women into conflict prevention, crisis management and post-conflict rehabilitation. Ministerial Decision No 7/09 (2009) on Women's Participation in Political and Public Life calls on participating States to facilitate more balanced representation of women and men in institutions which are, at present, male-dominated—namely governing bodies (legislative, judicial, executive), political parties and security services—and to “encourage shared work and parental responsibilities between women and men in order to facilitate women's equal opportunities to participate effectively in political and public life⁸.”

As the OSCE Action Plan for the Promotion of Gender Equality states, “It is the joint responsibility of the participating States, the Chairperson-in-Office, the Secretary General, and the Heads of institutions and missions to promote equality between women and men as an integral element of policies and practices of the OSCE... if gender equality is to become a reality in any area and at any level of society, both men and women will benefit from such a change.” While the OSCE has not explicitly called for greater involvement of men in promoting gender equality, by endorsing an approach that places equality at the centre of programming and the operations of the Organization and suggesting that traditional gender roles be revisited, it makes clear that men must also be involved at all levels.

1.1.3 Progress toward gender equality

The 56 OSCE participating States represent a large and diverse region that extends from Vancouver to Vladivostok. It is difficult to characterize the region as a whole since it comprises the well-established democracies of Western Europe and North America and the transitioning countries of Eastern Europe and the former Soviet Union. While the principle of equal rights is fundamental in both Western and Eastern regions, they have historically taken different approaches to realizing equality between women and men. It is nonetheless possible to describe some of the major trends in the region, many of which are common to all participating States and some of which are more acute in specific sub-regions.

Recent regional assessments of progress toward the Millennium Development Goals (MDG) for Europe and Central Asia⁹ as well as a review of progress under the Beijing Platform for Action for Eastern Europe, the Caucasus, Central Asia and South-East Europe¹⁰ indicate that some areas demonstrate good gender balance, but critical inequalities between women and men nonetheless persist. Legal protections of equal rights are the norm, and women are empowered in a number of significant ways— in education and employment, for example. Yet, many barriers to full equality remain. These barriers are generally common to the whole region but vary in degree. Furthermore, they are often unseen or assumed to no longer exist (such as the “glass ceiling” effect that women experience in career advancement which has not been eradicated yet in any country of the region). These particular gender gaps are analysed in more detail in the following subject area sections of

8 Paragraph 9, Ministerial Decision No 7/09 (2009) on Women's Participation in Political and Public Life.

9 The MDGs in Europe and Central Asia: Achievements, Challenges and the Way Forward, United Nations Economic Commission for Europe (2010).

10 Regional Review of Progress, Regional Synthesis, Economic Commission for Europe, Beijing +15 Regional Review Meeting, 24 August 2009, ECE/AC.28/2009/3 and Elisabeth Duban, From Cairo to Beijing and Beyond: the Unfinished Agenda on Gender Equality in Eastern Europe and Central Asia, UNFPA (2010).

this publication, but it is useful to provide a snapshot here of the main challenges facing the OSCE region.

■ Governance and decision-making

As a whole, the countries in the OSCE region have solid legal and policy frameworks that support equal rights between men and women as well as institutional mechanisms to monitor gender equality. The actual capacity, functioning and influence of such mechanisms vary, however. Some gender experts in the region contend that their governments lack the political will to truly advance gender equality but instead view gender mainstreaming in a formalized manner or even as a task imposed by international organizations and donors. In addition, policy-level work related to gender still tends to focus around the status of women in much of the region. Gender-related policy decisions are often not informed by evidence or scientific study, and there is a particular disconnect between the considerable body of research on masculinities and gender-related reform projects.

Women's representation in decision-making positions in government, referring to elected and public office as opposed to civil service, varies considerably in the region. Across all participating States, women represent 21.4% of Members of Parliament (MPs) in combined lower and upper houses of Parliament. When Nordic countries (in which women are almost 42% of MPs) are excluded, the figure for the OSCE region is reduced to 19.9%¹¹. The lack of women's political representation is particularly severe in some EU Member States and several countries of the Commonwealth of Independent States (CIS). For example, women hold less than 10% of parliamentary seats in Armenia, Georgia, Hungary, Malta and Ukraine. Among CIS and Eastern European countries, in only three (Belarus, Kosovo and the former Yugoslav Republic of Macedonia) do women make up more than 30% of MPs. Male domination of political decision-making in much of the region is not limited to elected office but is also characteristic of appointed cabinet positions. Women in government posts tend to work in lower levels and are less often seen in top decision-making roles. Again, there are notable differences between the Western democracies and former Soviet countries, and singular exceptions exist across the region.

■ Education

The OSCE region is characterized by gender parity in access to education at all levels, and at the primary and secondary levels, girls and boys generally have equal enrolment rates and high levels of literacy. In several countries of the former Soviet Union, women outnumber men as students in higher education. However, women's position in higher education has not translated to a comparable level of achievement in the labour market and women are under-represented in management and, indeed, in leadership positions in their working life. The reasons for this phenomenon are varied, but there is particular concern over enduring segregation in academic subjects that directly translates to limited career options.

Such segregation is not endorsed by law or policy but is perpetuated through stereotypes that are entrenched in the educational system itself, from the attitudes of teachers and career counsellors, to the curricula and school textbooks as well as in parents' attitudes.

11 See Data compiled by the Inter-parliamentary Union, October 2010, available at <http://www.ipu.org/wmn-e/arc/classif310710.htm>.

In order to advance progress in the region under MDG 3 (Promote Gender Equality and Empower Women), it is recommended that “Specific measures . . . be developed to address gender segregation in educational choices which in turn, risk reinforcing occupational segregation¹².”

■ Employment

By and large, women are well represented in formal employment in the majority of countries in the OSCE region, but women are also more likely to occupy a disadvantaged position in the labour market for a variety of reasons. Informal occupational segregation is the norm across the region, with variation in severity. In many former Soviet countries, for example, women occupy less than 10% of jobs in some sectors (construction, transport and communication and the energy sector, for example) but well over 80% of others (healthcare, education- especially at the primary level, and public administration). The situation in the U.S. and Canada is not dissimilar. Male-dominated occupations (where less than 2% of workers are women) in these countries include mechanics, construction workers, electricians and iron and steel workers¹³. Female-dominated occupations include secretarial and receptionist work, nursing and health assistants, childcare, teaching, cashiers and salespersons. Women tend to be concentrated in “feminized” sectors that are lower valued and, therefore, accompanied by the lowest salaries.

Vertical segregation, women’s under-representation in senior and leadership positions even in sectors in which they dominate, is also a concern in the OSCE region. World Bank data indicate that in several transitioning countries, only 12% or fewer of all firms have female top managers¹⁴. In European businesses, women represent just under half of all workers (nine of every 20), yet they make up less than a third of business leaders¹⁵. The largest corporations in Europe are still very much a “man’s world” in which only 12% of board members are women and 97% of board chairs are men¹⁶. These figures are comparable to the U.S. corporate sector, in which women represent around 15% of board members and chair 2% of boards in Fortune 500 companies¹⁷.

In Europe, the number of female board members is rising but only by half a percentage point a year, a rate so slow that the EU estimates it will take 50 years before corporate boardrooms are comprised of at least 40% of each gender. Such gender imbalances indicate that women still have fewer opportunities for promotion and career advancement. More importantly, the absence of women from top leadership positions in the private sector has serious implications for any country’s overall economic stability and growth. The European Commission notes “businesses with more women at the top outperform ‘men only’ companies. Their operating income is higher and they are better at attracting talent and understanding customers. Making the most of Europe’s female talent in the workforce is not just good for business– it also benefits the economy and society as a whole¹⁸.”

12 The MDGs in Europe and Central Asia: Achievements, Challenges and the Way Forward, United Nations Economic Commission for Europe (2010).

13 Women in Male-Dominated Industries and Occupations in U.S. and Canada, Quick Takes, Catalyst (2010).

14 Running a Business in Tajikistan, Enterprise Surveys, Country Note Series, World Bank Group (2009), referring to Azerbaijan, Kosovo, Tajikistan and Uzbekistan.

15 Report on Progress on Equality between Women and Men in 2010: The Gender Balance in Business Leadership, European Commission (2011).

16 Ibid.

17 Ibid.

18 EU Justice Commissioner Viviane Reding meets European business leaders to push for more women in boardrooms, Press Release, 1 March 2011, available at <http://europa.eu/rapid/pressReleasesAction.do?reference=IP/11/242&type=HTML>

Both horizontal segregation (across sectors) and vertical segregation contribute to the gender pay gap, which is evident across the entire OSCE region. The EU estimates that women in Member States earn 17.5% less on average than men— a figure that has not decreased in recent years¹⁹. In the U.S., women’s earnings are 81.2% of men’s (a gender wage gap of 18.8%) and “[w]omen’s median earnings are lower than men’s in nearly all occupations, whether they work in occupations predominantly done by women, occupations predominantly done by men, or occupations with a more even mix of men and women²⁰.” The ratio of female to male income is even lower among countries of Eastern Europe and the Commonwealth of Independent States (CIS) where women earn just over three-quarters of what men earn down to only a quarter of male salaries in some countries²¹. The gender pay gap can also be attributed to commonly-held beliefs that women will leave employment to care for children or other dependents and is linked to a lack of flexible working arrangements for parents, insufficient or unaffordable child care facilities and inadequate measures to make balancing work and family life possible for women and men.

A review of progress toward MDG 3 found that, “reconciling paid work with family responsibilities continues to be one of the main obstacles to economic activity of women, the true enabling factor for eliminating gender differences in the labour market lies in the organization of unpaid (notably care) work, which is predominantly performed by women²².” In the CIS region and many Eastern European countries, the restructuring of the social care system, much of which was linked to formerly State-owned enterprises, has meant that women have had to take on a heavier burden of unpaid work at home, including caring for children and the elderly. While participating States in North America and Western Europe offer both maternal and paternal (parental) leave for child care, many countries in Eastern Europe and the CIS do not yet specifically allow for fathers to take paternity leave along with the mother of the child²³. Even when such provisions do exist, men’s use of childcare leave varies greatly among countries and regions. Compare, for example, the situation in Finland in which 90% of eligible fathers take paternity leave²⁴ with that in Serbia where, according to official statistics, only 15 men take parental leave per year²⁵.

Unemployment, especially in the recent years of economic crisis, has different characteristics for men and women. Men have been particularly affected by downturns in male-dominated sectors, such as manufacturing, construction and extraction of natural resources. However, because women are concentrated in public sector jobs, they are also at risk for unemployment due to budget cuts. Among EU Member States, female and male unemployment rates have been increasing at the same rate, but the pattern of past crises has shown that men’s employment recovers more quickly than women’s²⁶. In the Eastern European and CIS regions, the official unemployment rates for women are higher than those for men, and women are also much more likely to be working in unofficial or unregulated work. These factors all contribute to women’s higher risk for impoverishment in the region.

19 Report on Progress on Equality between Women and Men in 2010: The Gender Balance in Business Leadership.

20 The Gender Wage Gap by Occupation, Fact Sheet, Institute for Women’s Policy Research, April 2011.

21 See UNDP, Beijing Platform for Action +15 in Europe & CIS, Main achievements and challenges in the Region,<http://europeandcis.undp.org/gender/beijing/show/2A034573-F203-1EE9-B5AC187A2F867B4F#Main%20achievements%20and%20challenges%20in%20the%20Region>.

22 The MDGs in Europe and Central Asia: Achievements, Challenges and the Way Forward, United Nations Economic Commission for Europe (2010).

23 International Labour Organization (ILO) data, obtained from the TRAVAIL legal database,<http://www.ilo.org/dyn/travail/travmain.byCountry2>.

24 The Parental Leave System in Iceland, Seminar reports: Organisation of exchange of good practices on gender equality, 22-23 October 2008, Reykjavik.

25 Voice of Difference – Group for Promotion of Women’s Political Rights, Alternative Report to the CEDAW Committee, Belgrade (2007).

26 Report on Equality between Women and Men 2010, European Commission Directorate-General for Employment, Social Affairs and Equal Opportunities (2010).

■ Violence against women

Gender-based violence, and violence against women, is a critical problem in the region as a whole. According to Council of Europe data, one-fifth to one-quarter of all European women have experienced physical violence at least once in their adult lives, and from 12% to 15% of women have been in an abusive relationship²⁷. The majority of perpetrators of such violence are men. Surveys and statistics from non-CoE countries among the participating States confirm that violence against women continues to have an acute impact on individual women, their children and their families. It results in economic losses, due to lost productivity as well as budgetary expenditures on policing, medical services and for legal dispensation of cases of violence.

■ Armed conflict

Conflict is an unfortunate characteristic of several sub-regions among the participating States. Armed conflict has a profound impact on men, who are most often combatants, but the effect on women is equally serious. Several countries in the OSCE region are dealing with populations of displaced men, women and children. Displacement implicates issues of security but also causes acute disruptions to the lives of ordinary people and brings about changes in traditional gender roles. Gender-based violence used during armed conflict and also continuing during periods of reconstruction has been addressed unevenly across the region, but it is a problem that impacts women deeply.

■ Overview of men's engagement

Despite international consensus and a framework for action on men's engagement, along with increased attention from intergovernmental bodies and development agencies to the subject, the call to increase male participation has not been fully answered. A World Health Organization (WHO) evaluation of 58 interventions with men and boys from around the globe found that few programmes go beyond the pilot stage or short-term time frame²⁸. Even among these projects, serious weaknesses persist, such the inability of implementers to sustain positive efforts (for example, there is limited attention to social capital, advocacy, fundraising and staffing) or to broaden their work to address underlying political and ideological issues that present challenges and risks. Despite a large number of small but promising projects, there are few efforts to scale up these interventions and to incorporate them into public policy²⁹.

Regional follow-on review meetings of progress under the Beijing Platform for Action, the most recent of which was held in 2010, reveal that considerable efforts have been made to empower women, but much less attention has been devoted to engaging men in these and parallel efforts. Indeed, national reviews of progress in 51 countries (Western and Eastern Europe, the former Soviet Union, Canada and Turkey³⁰) in preparation for the Beijing +15 meeting presented little information about initiatives in which men were engaged in aspects

27 Council of Europe Campaign to Combat Violence against Women, including Domestic Violence, Fact Sheet (2008), http://www.coe.int/t/dg2/equality/domesticviolencecampaign/Fact_Sheet_en.asp.

28 Gary Barker, Christine Ricardo and Marcos Nascimento, Engaging men and boys in changing gender-based inequity in health: Evidence from programme interventions, World Health Organization/Promundo (2007).

29 Ibid.

30 National reports for Beijing + 15 can be accessed from http://www.unece.org/gender/National_Reports.html.

of women's empowerment. Even the lack of male participation in gender equality efforts has not been widely recognized among challenges and constraints facing the region. Such limited information on the engagement of men in gender initiatives presented by the European region during the Beijing +15 session should not suggest that there is no awareness of this issue but, rather, that "male involvement" in gender equality work is still viewed as novel, additional or unrelated to women's advancement and is not generally seen as an essential component of gender mainstreaming.

Work with men and boys in promoting gender equality in the region comprising Eastern Europe and the CIS follows a pattern much like that observed by the WHO. Projects are small in scale and led by NGOs, which often operate with limited funds³¹.

Gender experts note that this particular region "lacks the supporting and enabling environment that would enable men to be meaningfully engaged in the promotion of gender equality³²." It is true that men's involvement in gender equality initiatives in the OSCE region has generally been less active than in other regions.

31 Regional Technical Meeting Report, "From Cairo to Beijing and Beyond: the unfinished agenda on gender equality in Eastern Europe and Central Asia," UNFPA, 20-22 October 2010, available at <http://eeca.unfpa.org/public/pid/6719>.

32 Ibid.

2. Gender Identity and Social Norms

2.1 What do we mean by Gender Identity?

Gender is a social construct that refers to the roles and responsibilities attributed to men and women and the opportunities associated with being male or female in a particular family, society and culture. Gender determines what is expected, allowed and valued in women and men and points to power imbalances between them. Gender identity and gender roles are not innate but are taught, learned and governed by social norms. Importantly, gender roles are not universal, nor are they fixed, but can vary within and between cultures and can change over time. There are, in fact, clear examples among participating States of shifts in notions of male and female norms. For instance, men's role as active and participatory fathers today represents a change from that of previous generations. In addition, such external factors as armed conflict, male labour migration and economic downturns have meant that in many countries women have had to take on traditionally "male" roles as family breadwinners.

2.1.1 Male roles and masculinities: What are they?

The term "masculinities" refers to the socially constructed masculine identity- the definition of what it means to be a man. Masculinities describe "perceived notions and ideals about how men should or are expected to behave in a given setting¹." It is generally accepted that there is no single concept of masculinity, which is why the plural term "masculinities" is used to describe the varied ways of being a man and different positions of power. Some scholars have found it useful to speak of "hegemonic masculinity" to describe the culturally and politically dominant representation of manhood, or the "basis on which men are critically judged and assessed²." Others critique the notion of hegemonic masculinity and advocate for an even more nuanced approach to conceptions of gender and gender hierarchies³.

The conceptualization of masculinities emerged from feminist study as a way of understanding the gender privilege, which is manifested in men's greater access to power and resources on a preferential basis to women, and ultimately to challenge male dominance. As further research and study have been committed to the topic of masculinities, the concept is increasingly also being used to explain how variations from the dominant masculine identity can negatively impact men and how masculinities themselves perpetuate gender inequality.

As noted above, there is no single male identity, and male roles vary across cultures. Nevertheless, it is possible to identify some of the critical characteristics that are associated with being male across most cultures and societies. Accepted norms of masculinity are:

1 Masculinities: Male Roles and Male Involvement in the Promotion of Gender Equality- A Resource Packet, Women's Commission for Refugee Women and Children (2005).

2 Ian Bannon and Maria Correia, eds., The Other Half of Gender: Men's Issues in Development, The International Bank for Reconstruction and Development/World Bank (2006).

3 See e.g., R. W. Connell and James W. Messerschmidt, Hegemonic Masculinity- Rethinking the Concept, Gender & Society, Vol. 19 No. 6, December 2005.

- *Being strong.* Boys are socialized not to show weakness, emotion or uncertainty. The importance of showing physical strength means not shying away from threats and viewing violence as an acceptable way to resolve conflict. Valuing strength can also be associated with the notion that men are superior to women due to physical differences, and in many cultures, men are expected to exert power and authority over women.
- *Being competitive and dominant.* Risk-taking, confrontation, daring and aggression are all traits associated with being male. Boys are urged to excel from a young age. Compromise is often viewed as a sign of weakness.
- *Being reliable, responsible and in charge.* Men are considered stoic and reliable in crises, very much connected with the notion that men are physically strong and in control of their emotions. An important aspect of masculinity is the perception that men should be responsible for financially providing for and protecting women. Women, in turn, are taught to submit to and be supportive of men.
- *Rejecting femininity.* A central trait of masculinity is the pressure that boys and men experience to conform to norms about how men “should” act and feel. Being a man means not being feminine as well as avoiding challenges to one’s own masculinity. Among male peer groups, there is a certain amount of “gender policing” that occurs around not acting in a feminine manner⁴.
- *Male camaraderie.* Men are also expected to demonstrate their manhood to win the respect and admiration of other men. Being a man often means judgement from other men and the expectation that one will comply with masculine norms and participate in stereotypically masculine activities. There are considerable rewards for male camaraderie, “particularly in male-dominated professions where being ‘one of the boys’ is often paramount to gaining access to informal networks and other resources that are linked to professional advancement⁵.” But there is a downside as well; men who feel they do not measure up to norms about manhood may seek unhealthy outlets to prove their masculinity.
- *Relationship to power and patriarchy.* Masculinity is associated with being powerful, and men are generally measured by attributes of power and status, referring not only to physical abilities but also to signs of political and economic status, such as wealth, career and social standing. For example, men who prioritize career advancement gain societal approval, while women who do the same are often criticised for abandoning family obligations.

Power is also related to the concept of patriarchy, a social system that privileges men’s authority and subordinates women. Hegemonic masculinity is a description of the socially accepted male role as one that maintains power inequalities between individuals (not only between men and women but also among men). Patriarchy, as well as the related male and female gender roles, is constructed and affirmed by tradition, culture, religion, and social messages and in institutions that favour men with dominant status. The relationship between hegemonic masculinity and patriarchy can thus be considered mutually reinforcing— each contributes to the other. A conceptualization of hegemonic masculinity helps to explain how male privilege is implied in any number of social interactions. Men may therefore receive the benefits of patriarchy “without enacting a strong version of masculine dominance [and] could be regarded as showing a complicit masculinity⁶.”

4 Jeanine Prime and Corinne A. Moss-Racusin, *Engaging Men in Gender Initiatives: What Change Agents Need To Know*, Catalyst (2009).

5 Ibid.

6 R. W. Connell and James W. Messerschmidt, *Hegemonic Masculinity- Rethinking the Concept*.

While it is necessary to point out that the above are gender stereotypes, “many men still feel they must live up to these stereotypes and it is this perception of the need to prove their masculinity through enacting these ideals that can have a very negative effect on men’s, women’s and children’s lives. . . . Making men’s gender visible is the first step in challenging power relations and harmful gender norms that affect both men and women⁷.” The traits described above should also not be viewed as entirely negative or critical of how men behave. Masculinities can be harmful when they place constraints on other men or women. An important part of addressing masculinities, therefore, is to provide boys and men with positive and constructive ways of being male (for instance, reinterpreting “strength” or “power” to mean being responsible, able to negotiate or even practicing safe sex) and to create a culture in which traits that go against the norm are equally acceptable.

2.2 The price of stereotypes and gender bias

Men undeniably benefit from gender stereotypes related to masculinities, such as access to positions of power, higher salaries and greater opportunities for career advancement by virtue of being male. However, there are also many areas where men are negatively affected by expectations about being male and male behaviour. Considering the masculine characteristics above, we can see that the costs of conformity to men are high.

The importance placed on power and prestige means that when men’s roles change (through unemployment, for example), the loss of status can result in very heavy psychological burdens, anxiety, depression and even suicide. The unacceptability of expressing emotion and showing weakness is connected to men’s limited help-seeking behaviour and lack of attention to personal well-being, especially mental health. Norms around competitiveness, as well as the desire to fit in with other men, lead some men to undertake risky and harmful behaviours, such as smoking, drug or alcohol abuse, unsafe sex and even reckless driving practices (without using seatbelts, for example).

Men who try to live up to masculine norms often sacrifice personal relationships to their careers. Gender norms discourage men from taking time out of work to care for children, and there is limited recognition of the importance of fatherhood. Because of gender bias, men are under-represented in caregiving roles, such as early childhood education as well as primary medicine and nursing. The lack of males in these professions has serious repercussions for boys’ early development and socialization and for men’s right to choose male carers when they are ill or in old age.

Compared to women, men are arguably subjected to much greater social penalties, such as rejection from the social group and loss of status, when they are perceived to have “deviated from their assigned gender scripts⁸.” It is also thought that when faced with pressures to “prove normative manhood” but without the ability to do so, men, and young men in particular, “are led to destructive, and sometimes violent, illicit, or criminal behaviour⁹.” The greater rigidity in male gender roles, and the greater acceptability of transforming women’s roles, have very important implications for the success of any initiatives aimed at achieving gender equality.

7 Men are Changing: Case study evidence on work with men and boys to promote gender equality and positive masculinities, The International Planned Parenthood Federation (IPPF) (2010).

8 Jeanine Prime and Corinne A. Moss-Racus, *Engaging Men in Gender Initiatives: What Change Agents Need To Know*.

9 Ian Bannon and Maria Correia, eds., *The Other Half of Gender: Men’s Issues in Development*.

The avoidance of being “feminine” in many cultures also translates to not being homosexual, as homosexuality is considered not only a taboo but also a transgression against masculine norms. Homophobia is a means of policing the behaviour of other men, which can lead to violence and also stigmatizes and marginalizes men who identify as gay or men who have sex with other men¹⁰.

2.3 Bridging the gender gap: What do we mean by “men’s engagement”?

Gender is not synonymous with women, men “are just as gendered as women, and men are clearly implicated in the maintenance of gender inequality¹¹.” The MenEngage Alliance, a global network of NGOs and UN agencies whose mission is to engage boys and men to achieve gender equality, is organized around two corollary principles: (1) gender is relational and therefore men, along with women, should be engaged in advancing gender equality and the rights of women and girls; and (2) the specific gender issues of men, their vulnerabilities, needs and experiences also have a place in policy development.

The involvement of men and boys in gender equality initiatives is necessary for women and girls to fully benefit from reform. The empowerment of women and dismantling of discriminatory structures and practices means that women gain power and resources once held exclusively by men. But, the transformation of women’s roles cannot happen without rethinking masculinities at the same time. Without changing men through deconstructing and transforming masculinities, real gender equality will not be achieved. As individuals, men should serve as positive role models for other men by reacting to and taking a stand against inequalities and discriminatory treatment of women in daily life. Men and boys can also advocate for greater respect for the rights of women and girls as part of a broader social justice platform.

Men and boys also have much to gain from greater gender equality. Gender stereotypes are not purely beneficial to men, and male conformity exacts its toll on men. It is also important to keep in mind that while men are defined as powerful in relation to women, “these are not fixed or monolithic structures of power.” One aspect of masculinity is maintaining relations of power between men (along lines of age, class, ethnicity, sexuality etc.) which also means that men who fall outside of social norms experience discrimination¹². Gender equality means the improvement of men’s relationships with women and girls but also with other men. Men’s efforts to address masculinities mean broadening, or indeed breaking down, the social definitions of what it means to be a man. There is also an important role for men to play as activists for greater attention in policy development to how masculinities negatively impact men.

Both of the above arguments refer to the positive outcomes that result when men are involved in the promotion of gender equality. It cannot be overlooked, however, that men are powerful stakeholders in maintaining the status quo, especially in those institutions that remain male-dominated. In a negative light, this means that men can undermine or obstruct efforts for women’s advancement if they are not engaged. But seen in a positive way, men are also in a position as key stakeholders to contribute enormously by confronting the very institutions that sustain gender inequality.

10 Men are Changing: Case study evidence on work with men and boys to promote gender equality and positive masculinities, The International Planned Parenthood Federation (IPPF) (2010).

11 Jeff Hearn, Men and Gender Equality: Resistance, Responsibilities and Reaching Out.

12 Ibid.

There are many important initiatives related to improving the lives of women and men that have included men as participants in significant ways, but these are not necessarily the kinds of initiatives that are suggested by the term “men’s engagement.” Important programmes have been developed that recognize the specific needs and realities of men’s lives, for example to overcome drug or alcohol dependency or assist male labour migrants. Others seek to sensitize men to issues that have a profound impact on women, such as domestic violence, with the aim of improving how men respond to such gender-specific problems. The majority of gender-related projects, however, have focused on improving the lives of women by providing them with the same opportunities, resources and advantages as men, for example through leadership or vocational skills and training to enter non-traditional fields. All of these approaches are beneficial yet limited. Fundamentally, such approaches that target only women are problematic because they still hold men’s experiences as the norm or frame of reference. Put another way,

[T]he male human is seen as the model or standard for the human experience and as the subject for whom human rights have been established. Thus, many believe that when we speak of equality between men and women what we are talking about is making women equal to men, the standard. This in turn has been understood as meaning that for there to be equality between women and men, women need to be more like men. Men, on the other hand, do not need to be more like women¹³.

In contrast, “men’s engagement” should adopt a long-term perspective in which men are full participants in a transformative process that involves changing both women and men, “changing gender relations, and making them more equal, more fair, more democratic, less oppressive and less patriarchal¹⁴.” Although there is no consensus on what constitutes gender-transformative programming for men, the World Health Organization has determined that programmes that discuss gender norms and the social construction of masculinity, as well as aim to transform such norms, are the most effective in bringing about social and behavioural change¹⁵. As one expert analogized, achieving gender equality under a transformative approach is not just about changing the sizes of the slices of cake given to women but requires remixing the ingredients for the cake, using a new cake recipe or, indeed, making something entirely different from a cake¹⁶. A critical discussion of dominant attitudes about gender and questioning inequalities should be at the core of “men’s engagement.”

The need for a transformative approach is clear and the mandate to engage men in promoting gender equality has been established, yet the predominant dialog about men’s engagement among international organizations and development institutions is still very much focused on involving or including men in initiatives targeting women or adding men into the women’s rights agenda. For instance, thematically, a great deal of attention has focused on men advocating against male-perpetrated violence and for maternal and child health protection. There are also well-established efforts to examine how masculinities contribute to male vulnerabilities, particularly in the context of the HIV/AIDS pandemic. Of course, there is tremendous value in men’s engagement as advocates around such issues. However, there remain areas in which dominant masculinities are largely unquestioned yet have a real impact on the lives of both women and men. For instance, in much

13 Alda Facio and Martha I. Morgan, *Equity or Equality for Women? Understanding CEDAW’s Equality Principles*, Occasional Paper No. 14, International Women’s Rights Action Watch (IWRAP) Asia Pacific, 2009.

14 Jeff Hearn, *Men and Gender Equality: Resistance, Responsibilities and Reaching Out*.

15 Gary Barker, Christine Ricardo and Marcos Nascimento, *Engaging Men and Boys in Changing Gender-Based Inequity in Health: Evidence from Programme Interventions*.

16 Jeff Hearn, *Men and Gender Equality: Resistance, Responsibilities and Reaching Out*.

of the region, government policies around social welfare, pension plans or even the criminal justice system continue to be implicitly organized around traditional notions of masculinity¹⁷ that are frequently no longer reflective of reality. An example of this can be seen in a number of participating States, especially in the CIS region, in which the model of the “male breadwinner” is still considered the norm in terms of policy making, despite the fact that an increasing number of families are headed by single mothers¹⁸.

In response to such “gaps” in the agenda of male engagement, women’s activists have called for men to go a step further and to also address deeply rooted inequalities in the domestic sphere, the economy, politics and security structures. As some have asked, “why does so little work by men with men focus on confronting and changing the social, economic and political institutions that sustain inequitable gender orders?”¹⁹ And why has the articulation and study of masculinities over the last decades not led to a greater number of men engaged in transforming these most masculinised institutions? Going forward, the challenge put to men engaged in gender work is to examine their own accountability, positions and power and to turn greater attention to these spheres where inequalities persist²⁰.

17 Man Made: Men, masculinities and equality in public policy, The Coalition on Men and Boys (2009).

18 According to EU statistics, out of 200 million private households, 4% represent single women with children. The share of single mothers ranged from less than 2% (Greece, Finland, Romania, Malta) to between 6%-7% (Estonia, Ireland, Latvia, Lithuania, United Kingdom), Women and men in the EU seen through figures, Eurostat Newsrelease, 4 March 2011. According to recent estimates over 10 million women in Russia are raising children alone. See Число матерей-одиночек в России перевалило за 10 миллионов [The number of single mothers in Russia has exceeded 10 million], Gender Informational Network of the South Caucasus (GINSC), 15 April, 2011, available at http://www.ginsc.net/main.php?option=view_article&mode=0&article=16871&lang=ru.

19 Andrea Cornwall and Emily Espen, Women’s Empowerment: What do Men Have to do with it?, Contestations: Dialogues on women’s empowerment, Issue 3, available at <http://www.contestations.net/issues/issue-3/women’s-empowerment-what-do-men-have-to-do-with-it/>.

20 Ibid.

3. Effective Practices to Engage Men and Boys

3.1 Strategies and Approaches that Work

There are several characteristics of good practices in engaging men in gender equality initiatives that are so fundamental that they can be regarded as for most gender equality work. Other tactics and strategies are relevant to mobilizing men and boys in particular.

3.1.1 Guiding principles and approaches

- Political commitment and leadership

Leaders of all kinds, in national government, in the workplace and in sports teams, as well as religious authorities and even male celebrities, have an important role to play in supporting gender equality and demonstrating its relevance to men's lives. Successful initiatives in which men are engaged are also underpinned by public policies that support the transformation of gender roles. For example, projects to engage men as fathers have been greatly enhanced by policies on paternity leave. While there are many notable examples of singular male leaders and role models, the critical mass of men among leadership that is needed to develop policies and transform dominant masculinities is lacking.

- Long-term approach

Because social change around gender stereotypes is a slow process, plans should be made for the sustainability of any initiatives. Successful projects have given consideration to how the activities or outcomes can be integrated into existing structures and systems (for example in school curricula, workplace policies or trade union agreements) as one way of addressing sustainability. Another aspect of long-term planning and sustainability is to ensure there are adequate and separate funding streams for work involving men.

- Alliance building and partnerships

It is important to develop partnerships between organizations that work primarily with women and girls and those that work with men and boys and to find common ground on ending gender inequalities. Alliances between women's rights activists, civil society groups working with men, lesbian, gay, bisexual and transsexual (LGBT) organizations and other social justice movements are helpful in moving from working individually on issues of concern to women and men to advancing a broader policy agenda of equality¹. Despite competition for resources and different approaches, women's and men's groups that promote gender-equitable attitudes are "two sides of the same coin, and neither can advance its agenda fully without the other's contributions²." Collaboration with organizations that have already established relationships with boys or men is also a useful entry point when beginning a gender transformative project.

1 What Men Have to Do with It: Public Policies to Promote Gender Equality, Men + Gender Equality Policy Project, coordinated by the International Center for Research on Women (ICRW) and Instituto Promundo (2010).

2 Engaging Men and Boys To Achieve Gender Equality: How Can We Build on What We Have Learned?, International Center for Research on Women (ICRW) and Instituto Promundo (2007).

■ Life-cycle and age-specific approaches

Boys and girls learn about gender roles and behaviour from a young age. Gender norms and stereotypes are reinforced from many directions—by family members and peers as well as by the media and advertisements, by sports figures and religious leaders and through teachers and materials used in schools. Understanding that stereotypes and views about the roles of men and women are brought about through socialization in childhood means that gender equality initiatives should target youth. Adults too base their actions on beliefs and understandings about gender roles and relations, and they transmit such perceptions from one generation to the next, in a cycle. In the same way that inequitable and oppressive stereotypes can be repeated across generations, evidence from interventions with boys and men demonstrates that the cycle itself can be reinvented. Boys, who are raised in gender-equitable households are much more likely to replicate this model in their adulthood and with their own families. A life-cycle approach means that programmes should target boys at the stage or early education and care, should move through adolescence and continue into adulthood.

■ Vetting and training of staff and volunteers

People with any number of professional backgrounds can work with men and boys on gender equality efforts, but a practice common to effective initiatives is the careful selection and training of staff and volunteers. Practitioners note the importance of selection processes to ensure that staff, trainers or volunteers are highly qualified, are committed to gender equality, will not reinforce negative aspects of masculinities, even inadvertently, and will model gender equitable attitudes and behaviours in their work. This principle is also important in selecting partners, and it may be necessary to forgo some collaborative projects if the partner organization does not also take a gender transformative approach. Training or capacity building can be provided for staff and volunteers who have not previously worked on gender transformative projects.

■ Protective measures for women

The potential for backlash is a very real risk involved in men’s engagement, especially when men are being introduced into spheres where women have limited autonomy and men are confronted about their own sense of entitlement. For example, the WHO observed in a small number of couples-based sexual health projects that male participants reacted negatively and reasserted control over reproductive and maternal health matters³. Effective programmes for perpetrators of domestic violence are integrated into violence prevention efforts that also address the support and safety of female partners of the participants, and there is communication between the two programmes. In general, programmes engaging men to promote gender equality “should develop protective measures for women: for example, by engaging women in project design, consulting with women and including the voices of women in evaluating the process and impact⁴.”

3 Gary Barker, Christine Ricardo and Marcos Nascimento, *Engaging Men and Boys in Changing Gender-Based Inequity in Health: Evidence from Programme Interventions*.

4 *Ibid.*

3.1.2 Strategies and tactics for mobilizing men

A synthesis of some of the key strategies and tactics that have been identified as effective in mobilizing men for the promotion of gender equality, based on activities that have been carried out with men and boys in many regions, follows.

- Improving men’s understanding of gender bias and masculinities with the goal of transformation

Based on the identified barriers, it follows logically that a key strategy for mobilizing men is to sensitize them to gender-based inequalities and masculinities. This point bears repeating, however, as it helps to differentiate projects which merely reach out to men to address problems that concern them from those that have a more transformative aim and actively engage men in questioning masculinities. Gender-transformative programmes show more effectiveness in promoting behaviour change in boys and men than programmes that are gender-neutral or even those that are gender-sensitive and recognize men’s different needs and experiences⁵.

- Cost-benefit analysis

A recent multi-country study of men’s knowledge of and attitudes toward gender equality policies found that most men are “generally supportive of gender equality with, 87%- 90% saying that ‘men do not lose out when women’s rights are promoted⁶.’” Such results are very encouraging and suggest that the zero-sum thinking identified previously as a barrier may be dissipating. Still, such results should be regarded with some caution, as they are quite dependent on how men understand what is meant by equality for women—the elimination of domestic violence? or occupying 40% of parliamentary seats?, for example. Furthermore, supporting a vision of equality in theory is not the same as engagement to bring about equality in reality. Nevertheless, this positive sign suggests that considerable numbers of men are “practicing and living at least some elements of gender equality” which means that further efforts to promote gender equality “should tap into the support that some men already show for gender equality and women’s empowerment despite the apparent contradictions in men’s responses that support gender equality in the abstract while resisting it in practice⁷.” Awareness raising and campaigns are especially useful to demonstrate to men that gender equality brings about benefits to both sexes and not just losses for men. Specific thematic areas of concern to men could include the impact of violence, risk of suicide and mental health issues, job market segregation, military conscription, and educational issues such as boys’ academic underachievement and higher school drop-out rates.

- Engage men through their emotional and personal lives

Closely related to the point above, successful initiatives are those that have engaged with men’s emotional and personal lives. Restrictive notions of masculinity have a negative effect on men. Generally, men have few opportunities to explore this phenomenon, so encouraging men to think about issues that resonate with them emotionally is a useful entry point. For example, “men welcome opportunities to learn about fathering, and about their

5 Ibid.

6 Evolving Men, Initial Results from the International Men and Gender Equality Survey (IMAGES), Instituto Promundo/ International Center for Research on Women (ICRW)(2011).

7 Ibid.

own emotions and behaviour in relation to their children⁸.” Similarly, transitions in men’s lives (such as becoming fathers) are often crucial periods when men may be more willing to engage in programmes that lead them to adopt new attitudes and behaviours.

■ Motivating men to be role models and “champions” of gender equality

Successful initiatives are those that focus on the positive role men and boys can play in advocating for greater equality and taking responsibility for ending discriminatory practices. It is useful to identify gender-equitable behaviour that men already exhibit and build upon it⁹.

■ Engage men through positive messages and inclusion

Men should not be approached as the sole perpetrators of discrimination against women, nor should projects that involve men be seen as aiming to “correct” male faults—particularly ones that are the result of socialization. Messages that cause men to feel blame or guilt for inequalities that women experience will alienate them. Linked to the strategy above, men should be included in and invited to events to promote gender equality because they have important and positive contributions to make. Another central element of good practices is working with men to identify who are effective communicators of these messages¹⁰. They can be other men, such as male leaders or peers, or other women.

■ Men-only settings

It is important to determine the appropriate environment and communication strategies that are sensitive to men’s concerns about their identities¹¹. Men-only groups or settings can be useful in allowing men and boys to discuss gender issues without fear. Practitioners also note that it is useful for interventions to ‘go where men are’; that is, “to take interventions to settings where they are to be found rather than expect them to access interventions in settings with which they may be unfamiliar or in which they may feel uncomfortable¹².” Examples can be seen in the practices included in this report, such as engaging with men through sports or youth groups.

■ Cross-gender mentoring

Female role models—in particular sisters, mothers, grandmothers, wives and girlfriends—are also instrumental in encouraging men to change¹³. The sensitive pairing of men with female mentors also gives men valuable insights into gender differences in a constructive setting. But it should be kept in mind that women can be complicit in perpetuating dominant masculinities and gender norms through the socialization of their children and other interactions. Therefore, it should not be assumed that women necessarily promote gender-based transformation as a matter of course. A number of successful initiatives have made use of cross-gender mentoring but always with mentors who have specific training in gender issues as well as their other professional knowledge.

8 Sandy Ruxton ed., *Gender Equality and Men: Learning from Practice*, Oxfam GB (2004).

9 Emily Esplen, *Engaging Men in Gender Equality: Positive Strategies and Approaches- Overview and Annotated Bibliography*, BRIDGE (development - gender), Institute of Development Studies, University of Sussex (2006).

10 Sandy Ruxton ed., *Gender Equality and Men: Learning from Practice*.

11 Ibid.

12 Men are Changing: Case study evidence on work with men and boys to promote gender equality and positive masculinities, The International Planned Parenthood Federation (IPPF) (2010).

13 Sandy Ruxton ed., *Gender Equality and Men: Learning from Practice*.

■ Use of integrated and high-quality interventions

From a survey of projects with men and boys, the WHO concluded that an integrated approach that combines group education with outreach and media campaigns is particularly effective. A number of the projects reviewed for this publication include components to mobilize boys and men through social marketing. These projects rely much more on newer forms of mass marketing, like social networking and dedicated websites and blogs, than traditional media. In order to compete with surrounding mainstream messages and information, campaigns targeting men should make use of high-quality media content.

The remainder of this technical paper provides examples of positive initiatives to engage men and boys in various types of projects, all of which aim in some manner to transform gender inequalities.

3.2 Governance and Political Leadership

Where men are key decision makers and holders of economic and organizational power and public resources, they can facilitate gender-responsive policy reform and support laws designed to protect the rights of women and children¹⁴.

3.2.1 Developing national policy on gender equality

A comprehensive national framework on gender equality is a necessary platform on which to base projects that engage men and boys. Such a framework should both respond to issues of concern for women and also explicitly include men when required. Most, if not all, participating States have anti-discrimination provisions in national constitutions, and a great many also have specific laws on equal rights and opportunities for women and men or on gender equality. Most countries have also developed national action plans and strategies that outline State actions toward realization of the legal principles of equality. Many States that have adopted successive plans exhibit a shift away from policies that focused only on improving the status of women to a more general articulation of how gender-based inequalities will be solved. Although there is no single formulation for how national plans or strategies should be drafted, it is a good practice to set forth measures for more equitable relations in areas that will also include or benefit men, and this practice should be expanded.

By way of illustration, the Gender Action Plan of Bosnia and Herzegovina (2006-2011) is a blueprint for actions to be undertaken in 15 areas, including a chapter on the role of men¹⁵. This chapter aims to include and promote the role of men in gender mainstreaming processes in the country, recognizing that despite obstacles such as male resistance and patriarchal values, men are “natural allies” in gender integration processes. This section of the Action Plan also sets forth specific activities for male beneficiaries, such as programmes for men who use violence in the family, assistance for men dealing with the physical and psychological consequences of war and for fathers. The Croatian National Policy for the Promotion of Gender Equality for 2006-2010 highlighted areas where women have been historically disadvantaged (for example in entrepreneurship) and also set out

14 The Role of Men and Boys in Achieving Gender Equality, Report of the Secretary-General, UN Economic and Social Council, E/CN.6/2004/9 (2003).
15 Gender Action Plan of Bosnia and Herzegovina, Adopted by the Council of Ministers, 14 September 2006.

specific measures to promote the sharing of family responsibilities between men and women and for gender-sensitive vocational guidance programmes to encourage both female and male students to enter non-traditional fields¹⁶. Finally, the first Romanian National Strategy for Gender Equality Between Women and Men (2006-2009) included an objective to involve men in promoting gender equality, a concept that is elaborated in the second such National Strategy (2010-2012) as concrete actions to promote the role of fathers and encourage equal division of domestic tasks¹⁷.

Many participating States have also created national machinery for the implementation and monitoring of gender equality policies. Again, it is a good practice to establish special divisions that address masculinities and specific issues concerning men, as has been done in the Nordic countries¹⁸. For example, Finland has three authorities on gender equality, one of which is the Council for Gender Equality, established in 1972. In 1998, the Council for Gender Equality delineated a Subcommittee on Men's Issues (today, the Subcommittee on Men's Issues and the Media), which has since then dealt with such topics as support for active fatherhood, violence against women, male immigration, reconciliation of work and family life, child custody, equal education for boys and the plurality of masculinities¹⁹. The Danish Minister for Gender Equality appointed its second Men's Panel in March 2011 (the first was in the 1990's). In Austria, the Federal Ministry of Labour, Social Affairs and Consumer Protection operates the Department for Men's Policy Issues which is responsible for formulating progressive policies for men and women, promoting equal partnerships and active fatherhood, addressing men's health, speaking out against male violence, dismantling gender stereotypes and providing services to men²⁰. In 2007, the Minister of Children and Gender Equality of Norway established a Men's Panel with the mandate to "discuss and create debate around the theme of men, male roles and masculinity in a gender equality perspective"²¹.

The Norwegian experience provides an interesting case study. Even in this country, widely regarded as one of the most equal in terms of gender, the establishment of the Men's Panel was met with some resistance. "[M]any viewed the composition of the panel as a provocation; some did not consider the men in the panel "real men". Such people seem to think they have an exclusive right to define the term "real man", and that it is only themselves that fall into this category. The reactions show that the need to discuss male roles and the behaviour of men should absolutely be a topic of political and societal interest"²².

In addition to strategies and institutions devoted to gender issues, the development of gender sensitive policy also requires a process to ensure that gender issues are given consideration throughout government processes. Gender mainstreaming is the term used by the UN, intergovernmental agencies such as the OSCE and EU, and donors, to describe the integration of a gender perspective at every stage of policy development. Although gender mainstreaming requires analysis of how policies impact the lives and position of both women and men, this relational aspect is often missing in practice.

16 National Policy for the Promotion of Gender Equality 2006-2010, Adopted by the Croatian Parliament, 13 October 2006.
17 Romania- Review and Appraisal in the Commission on the Status of Women in 2009 and National Strategy for Gender Equality Between Women and Men (2010-2012), adopted 24 March 2010.
18 See e.g., Ulrikke Moustgaard, Men on the Menu, Nordic Gender Institute, 18 April 2011 available at http://www.nikk.no/Men+on+the+Menu.b7C_wljY0.ijs.
19 Jouni Varanka, Antti Narhinen and Reetta Siukol, eds., Men and Gender Equality: Towards Progressive Policies, Conference Report, Ministry of Social Affairs and Health, Helsinki, Finland (2006).
20 See website of the Austrian Federal Ministry of Labour, Social Affairs and Consumer Protection: <http://www.bmsk.gv.at/cms/siteEN/liste.html?channel=CH0712>.
21 Men, Male Roles and Gender Equality, Report No. 8 (2008-2009) to the Storting Chapter 1 (White Paper), Norwegian Ministry of Children and Equality.
22 Ibid.

Gender mainstreaming has primarily been used to raise awareness of and respond to women's perspectives in policy making, and this approach has of course "been very important in challenging masculine norms and gender inequalities, and in empowering individual women and their organizations to participate in both policy debates and practical delivery of policy goals²³." Diverse organizations are now recommending a new approach that also involves "promoting active male involvement and recognizing that men are 'gendered subjects' in the same way as women – the fact that men are male has an impact on the way they live, and is not simply a neutral factor²⁴." In the OSCE region, there are also many cases in which gender mainstreaming processes are incomplete and efforts are isolated because responsibility for gender issues is relegated only to dedicated "gender institutions" and has not been integrated into the working life of other agencies, thus excluding key male and female stakeholders.

It is critical that men in all sectors, especially male leaders, become more active participants in gender mainstreaming processes and ensure that gender mainstreaming incorporates a male perspective as well. The Gender Equality Manual for Local Authorities, a publication of the Centre for Equality Advancement (Lithuania)²⁵ is an example of a resource for gender mainstreaming at the municipal level that is explicit about a role for men in promoting gender equality.

Gender-sensitive policy should be based upon data and research that illuminates gender differences. Research into masculinities has yielded greater insight into male gender norms. Men's studies has developed as an academic field, and a number of universities have interdisciplinary centres on men and masculinities that support specific research projects. Despite the fact that an extensive body of research exists, policy towards men and boys is seldom informed by such findings. It is a good practice for States to provide support for continued study of masculinities but also to make use of such research in policy formulation. The examples that follow illustrate how research can be used to identify specific gender barriers faced by men and also how men understand gender equality issues.

23 Men-streaming in sexual and reproductive health and HIV: A toolkit for policy development and advocacy, MenEngage/ International Planned Parenthood Federation (IPPF) (2010).

24 Ibid.

25 Available at <http://www.equineteurope.org/768057.html>.

Study: Fathers and Parental Leave

In Estonia, while both mothers and fathers are eligible for parental leave and benefits, the proportion of men among those receiving benefits has been very small (2% in 2004). Recognizing that the involvement of men in childcare activities has an important influence over women's position in the labour market and aiming to encourage greater participation of men in childcare, the Ministry of Social Affairs commissioned a comprehensive study to identify the main reasons why few fathers take leave from work to care for children and to explore ways to encourage men to use leave provisions. The project, carried out by the PRAXIS Centre for Policy Studies, evaluated the factors that prevent men from taking parental leave, how families reach agreements on leave, the experiences of men who had taken leave and employers' attitudes toward men taking childcare leave. Additionally, the final report includes recommendations for parental leave policies and measures aimed at fathers. Both interviews and focus groups were used to gather information from fathers who had taken leave, those who had not, and from employers.

In brief, the study found that attitudes toward parental leave for fathers were positive, both among men and employers, but that decisions about taking leave were still very much influenced by traditional gender roles and expectations. The primary reasons that fathers did take leave included mothers wanting to return to work, additional help needed in the home, desire to be with the child and job changes. Men who did not take leave were most often motivated by financial considerations but also fear over losing a job, lack of knowledge of the right to paternity leave and worry that they may not be able to cope with childcare. This final point demonstrated the widespread perception in Estonian society that mothers are better able to care for children than fathers. The main concern of employers was the ability to find replacement employees, and it was noted that due to the greater proportion of men in leadership roles and occupations requiring specific skills, their positions appeared harder to fill. However, fathers were expected to take shorter leave than mothers, making it possible to consider flexible and part-time working arrangements.

Since the study was conducted, several policy changes and initiatives have been adopted in Estonia, including increasing the payment fathers on leave receive from a flat rate to 100% of their average pay (the number of fathers using this benefit rose from 10% to 40% in 2008, but after the economic crisis such payments were stopped in 2009); further research into flexible work schemes; conferences sponsored by the Ministry of Social Affairs to create public debate on motherhood and fatherhood and the right to parental leave; and a public-awareness programme to draw attention to the role of fathers and grandfathers in caring for children (the Father's Calendar).

Sources: Estonia: Input regarding the implementation of the Beijing Declaration and Platform for Action, for preparation of regional review and appraisals in the context of the 15th anniversary of the adoption of the Beijing Declaration and Platform for Action in 2010.

<http://live.unece.org/fileadmin/DAM/Gender/documents/Beijing+15/Estonia.pdf>

Website for the PRAXIS Centre for Policy Studies (project page in Estonian):

<http://www.praxis.ee/index.php?id=290>

Gender Equality Barometer

Every four years the Finnish Ministry of Social Affairs and Health carries out a country-wide survey, the Gender Equality Barometer, to analyse and monitor the attitudes of women and men in Finland towards gender equality and their experiences related to how gender equality is being realized in working life, at school, in the family and with regard to violence.

Most participating States collect basic sex-disaggregated data and such statistics are generally published annually. This type of data is useful as a snapshot of the status of men and women in various spheres. The Gender Equality Barometer, however, provides a long-term perspective on how men's and women's attitudes toward gender equality are changing in the areas of politics, working life, division of family responsibilities and sexuality.

For example, the most recent assessment, conducted in 2008, showed that 85% of men believe that they will also benefit from an increase in gender equality, a figure that has remained stable since 2004. In other areas, the attitudes of men appear to be more dynamic: the number of men supporting the statement "women should play a more active role in politics to diversify the range of political expertise" has increased each year—86% in 2008—as has the number of men agreeing that "more men should be employed in social and health care services than at present." Men, more often than women, are of the opinion that they bear the primary responsibility for their family's income, although the number of men with this attitude is also decreasing.

Source: Tarja Nieminen, Gender Equality Barometer 2008, Ministry of Social Affairs and Health, Helsinki, Finland.
http://www.stm.fi/c/document_library/get_file?folderId=39503&name=DLFE-8321.pdf

What about the men?

The What about the men? (Et les hommes?) project, conducted from 2002-2004 by Les Traboules, a French sociological research association, in cooperation with 10 organizations in France, Belgium and Greece, examined men's perceptions of and involvement in the gender equality movement and why many men resist change.

Through surveys of men in each country about their relationships with women and other men, the study led to a greater understanding of the nature of gender relations in the workplace and the home. Three distinct groups of men were targeted: politicians and heads of administration (because they are responsible, either directly or indirectly, for formulating and implementing gender equality policy); trade union leaders (because they are tasked with negotiating agreements that are relevant to work and family life balance); and men who had changed their lives to be more egalitarian (for example, men who took time out of their careers to raise children). Several women from each group were also interviewed during the survey process.

The survey led to important findings about why men are not involved in gender equality projects, such as the fact that many men find it impossible, or at least difficult, to accept or adapt to the loss of positions of power, which is an inevitable part of becoming more gender equitable. Men also faced particular difficulties in accepting new models of fatherhood, especially when interacting with partners, friends and other men. The findings of the project were published in the 2004 book *Les hommes aussi changent* (Men also change).

Source: Reconciliation of professional and private life: exchange of good practices, European Commission Directorate-General for Employment, Social Affairs and Equal Opportunities (2006). <http://ec.europa.eu/social/main.jsp?catId=574&langId=en&furtherPubs=yes>

3.2.2 Addressing masculinities in politics

Policy formulation is a precondition to developing more gender equitable societies, yet on their own the mechanisms described above are not sufficient to remedy the inequalities that persist in systems and structures of government. Throughout the OSCE region, perhaps with the exception of the Nordic nations, political office and leadership remain male spheres. By saying that governance is a male institution, we refer not only to the large majority of men in decision-making positions but also to the fact that these are institutions in which traits attributed to hegemonic masculinity, such as aggression, competition and confrontation, are valued. Furthermore, building a political career, like other high status work, requires a great deal of commitment and presumes that one will be free from family and other responsibilities. The saying, “Behind every great man there is a great woman,” speaks to the fact that we commonly accept that men have female partners who will take on childcare and household duties and provide behind the scenes support. The reverse is rarely the case for female politicians, and women find it particularly difficult to combine a political career with family responsibilities. Gender-based stereotypes that women are unsuited to leadership roles also persist in the OSCE region.

Considerable attention has been given to challenging “the barriers that prevent women from participating fully in the political process, with the aim of creating a critical mass of women in positions of governance at all levels²⁶.” A key barrier to women being elected in many countries is their lack of leadership positions within their own parties, and thus in addition to work with women themselves, a number of good practices exist for re-structuring political parties, for example through gender quotas, gender equality or women’s factions within parties, women’s leadership programmes, party action plans on gender and gender audits. With the exception of quotas, which are generally mandated by law, these actions are voluntary and rely on the predominantly male party leadership to enact them. Men as political leaders should support such reform efforts. They would do well to follow the example of private sector leaders who advocate for an equitable corporate culture and confront organizational practices and attitudes that inhibit women’s advancement.

Male political leaders should also take action to address such issues as women’s unequal share of childcare and family responsibilities and the role of gender-based stereotypes as particular burdens to political advancement. Redistributing domestic care is critical to ensuring women’s ability to participate equally both in governance and in economic activities. There are, of course, male leaders who take on family responsibilities, but they are not necessarily promoting this role publicly or examining ways to make it easier for other men to do the same. The following project provides an example of how men in leadership positions, including political leaders, became engaged as role models for reconciling work and family life.

26 Alan Greig, Michael Kimmel and James Lang, *Men, Masculinities & Development: Broadening our work towards gender equality*, Gender in Development Monograph Series No. 10, UNDP (2000).

Breaking Patterns

Breaking Patterns was a project funded by the EU Community Action Programme to promote Gender Equality (2004-2005), implemented by partners in Austria, Estonia, Hungary, Iceland and Sweden. The project provided support for men in leadership positions (including in local government, political parties, trade unions and management) to better reconcile their family and work lives and to influence them to offer similar opportunities, such as paternity leave, to their subordinates. Encouraging men to become more active in their family lives was a way to bring greater societal attention to changing gender roles that resulted from changes in unemployment patterns in Europe and to overcome gender stereotypes, particularly among male leaders. In addition, the project also sensitized leaders to the skills that fathers gain from parental leave that can bring direct benefit to their organizations.

The project had several components:

- Training for men currently occupying leadership positions and for future male leaders to demonstrate their responsibility to advance family-friendly policies;
- Mentors from Iceland and Sweden served as role models for other men on how to reconcile work and family life and to institute family-friendly work policies by highlighting success factors and the experiences of other men;
- Videos and posters were used to sensitize the public—especially boys and young men—to new role models of men in leadership. An aim of the publicity materials was to highlight the fact that there are men who take an active role in family obligations, especially those in leadership who often have more flexible schedules.

The partners involved in the Breaking Patterns project were all organizations or institutions with expertise in gender mainstreaming and promotion of equal opportunities and included the following: Equal Opportunity Office of the Reykjavik City Council (Iceland); Gender Management Institute of the Kvinnoforum, a network and forum for women, men and equal participation (Sweden); Gender Equality Department at the Ministry of Social Affairs of Estonia; MONA, Foundation for Women in Hungary; The State Government of Lower Austria.

Sources: Breaking Patterns Newsletters:

No. 1, May 2005—

http://www.sm.ee/fileadmin/meedia/Dokumentid/Sotsiaalvaldkond/sooline_v6/news_may05_1_.pdf

No. 2, July 2005—

http://www.sm.ee/fileadmin/meedia/Dokumentid/Sotsiaalvaldkond/sooline_v6/newsletter_juli_estonia_1_.pdf

No. 3, October 2005—

http://www.sm.ee/fileadmin/meedia/Dokumentid/Sotsiaalvaldkond/sooline_v6/BP_20newsletter_october_1_.pdf

Breaking Patterns project website of the State Government of Lower Austria: <http://www.leadingfathers.info/main.htm>

Women's rights activists in many of the transitioning countries of the OSCE region note that some political leaders deem women's issues and equal rights as low priorities until other "more pressing concerns," such as economic stability, are resolved. Several countries are also experiencing revivals of nationalist political movements. Such movements are often accompanied by the promotion of traditional gender roles, such as the dominance of men, and a conservative ideology about the role of women²⁷. Both the deferment of a discussion of gender-based inequalities and the masculinisation of reform movements have important repercussions. Observations about the politics of masculinity in other transitioning

countries describe a phenomenon in which men in institutions of governance are reluctant to cede power to women and thus marginalize women in transition processes²⁸. The result of which could well be that the nation “will remain a repository of male hopes, male aspirations, and male privilege²⁹.” As key actors in politics and governance, men should openly support a gender equality agenda and should also be engaged in transforming the masculinities associated with power and leadership in order to create an equitable society.

3.3 Challenging Stereotypes

Ideas of the inferiority or superiority of either of the sexes, and of stereotyped roles for men and women not only limit progress in achieving gender equality, but also perpetuate inequalities and can constitute obstacles to men’s abilities and opportunities for redressing gender inequalities³⁰.

Gender stereotypes are deeply ingrained, and we are often not even conscious of them. In fact, policy decisions can be inadvertently based on, and thus reinforce, gender stereotypes. For instance, in Albania, laws allow either parent to take parental leave, but specify that a father can only use such provisions when a child is ill or for the shortest period possible, which reaffirms the prevailing notion that mothers are the primary caregivers³¹.

3.3.1 Working with mass media

The mass media is a critical force in the perpetuation of gender stereotypes, but it is also a powerful tool for awareness raising and to provoke attitudinal change.

The media can perpetuate stereotypes about men and women and may also use sexist imagery. The 2010 Global Media Monitoring Project determined that in the European region³², 46% of media stories reinforce gender stereotypes, 4% challenge stereotypes and 49% neither reinforce nor challenge gender stereotypes³³. Only 3% of stories in the European region raised issues of gender equality or inequality. Closer study of the European region and specific media monitoring of several former Soviet countries³⁴ indicate that women’s expert opinions are infrequently cited, and when such opinions are sought, it is most often related to topics of family and parenting, education, health culture and art, and rarely on domestic policy.

The lack of female voices in the media should not, however, be taken as an indication that issues of masculinity are well addressed by media sources. A study of representations of men in newspapers and other media in ten European countries³⁵, carried out by the European Research Network on Men in Europe, demonstrated that while mainstream media

28 Alan Greig, Michael Kimmel and James Lang, *Men, Masculinities & Development: Broadening our work towards gender equality*.

29 Ibid.

30 Marinova, *Gender Stereotypes and the Socialization Process*, Expert Group Meeting on “The role of men and boys in achieving gender equality,” 21 to 24 October 2003, Division on the Advancement of Women.

31 Albanian Coalition for the Preparation of Alternative Reports – ACPAR, *CEDAW Shadow Report on Situation of Women and Girls in the Republic of Albania*.

32 The European region under the Global Media Monitoring Project comprises 32 countries from Western and Eastern Europe as well as CIS countries from the European and Caucasus region and Turkey.

33 *Who Makes the News?*, Global Media Monitoring Project 2010.

34 Тамара Овнатянан, *Кривое зеркало, Репрезентация женского экспертного мнения в СМИ: поиск закономерностей [The crooked mirror, Representations of women’s opinions in the media: the search for normality]*, KavkAsia, (2005), available at http://caucasia.at.ua/publ/stati/smi/krivoe_zerkalo/1-1-0-3.

35 Estonia, Finland, Germany, Ireland, Italy, Latvia, Norway, Poland, the Russian Federation and the United Kingdom.

provides explicit coverage of men as “the norm,” (in sports, politics and business, for example), reporting is also based on dominant “assumptions about men, masculinities and men’s practices³⁶.” Media materials are by and large characterized by “gender neutrality” in terms of men, meaning that information regarding men is presented as if gender is non-existent or irrelevant. For example, the mainstream press “does not deal with men’s gendered experiences around deprivation, poverty, unemployment and disadvantage . . . despite the fact that in the transitional nations and indeed in other countries, many men have had to face social downward mobility³⁷.” Media outlets may also reproduce harmful stereotypes about men, for example by portraying men as incapable or unnecessary fathers or by supporting the view that violence against intimate partners and children is an expected part of masculinity³⁸.

Boys are particularly active media consumers, and it is thought that media messages have a great deal of influence on the development of their understanding of gender roles and relations. In the U.S., it has been observed that messages about masculinities in the media most frequently watched by boys are strongly stereotypical and not reflective of the complexities of men’s real lives³⁹.

The CoE Committee on Equal Opportunities for Women and Men identifies the need to take measures against discrimination perpetuated through advertising that contains stereotyped and unrealistic images about the role and functions of women and men in society⁴⁰. The Committee endorses a three-pronged approach that consists of government regulation (laws or codes on advertising), self-regulation by advertising agencies (for example, industry-wide ethical guidelines on the portrayal of men and women) and training the public to react critically to sexist or stereotyped advertising. It is a good practice for such activities to address not only negative stereotypes about women but also stereotypical depictions of men. A parallel strategy is to also encourage the media to promote positive and non-stereotyped images of both men and women.

36 Jeff Hearn et al, *Critical Studies on Men in Ten European Countries: Newspaper and Media Representations*, CROME Project: Critical Research on Men in Europe (2000-2003).

37 *Ibid.*

38 *Ibid.*

39 *Boys to Men: Entertainment Media, Messages about Masculinity*, Children Now (1999).

40 Report: The image of women in advertising, Committee on Equal Opportunities for Women and Men to the Parliamentary Assembly, Council of Europe, Doc. 11286, 21 May 2007.

Challenging Stereotypes of Female and Male Roles

Projects in Latvia and Lithuania have aimed to change stereotypes about traditional female and male roles. From 2003-2005, the Ministry of Welfare of the Republic of Latvia, working with national and international partners (from Denmark, Estonia and Italy), carried out a media campaign designed to challenge gender stereotypes, especially those that contribute to women's low representation in decision-making roles. The project, Mass Media in (Re)Distribution of Power, aimed to promote a balanced and non-stereotyped portrayal of both women and men in the media. The project included several activities such as research, seminars, round tables and social advertising. Posters and video clips used in the campaign played against stereotypes, one depicting a business woman and the other a young father who both ask "What did you expect?" To each, a narrator responds, "Gender equality... Why not?"

Sources: Mass Media in (Re)Distribution of Power project website: http://www.medijuprojekts.lv/?object_id=321

Campaign materials: http://www.medijuprojekts.lv/?object_id=404

In Lithuania, the Women's Employment Information Centre of Kaunas, an NGO, coordinated a project with the Equal Opportunities Ombudsman and the Equal Opportunities Development Centre to address discrimination in the labour market and specifically women's employment. The project, Innovative Strategies for Educating Social Partners Seeking to Implement the Equal Opportunities Principle in Practice (2006-2007) employed a number of methods to raise awareness of discrimination, increase women's competitiveness in the labour market and challenge stereotypes of traditional female and male roles. The project encouraged men to take equal responsibility for childcare and sought to change employers' attitudes towards women as "risky" employees. During the project, a television talk show and public information campaigns were used to break down stereotypes about women and men. Posters featuring the tag line "Let's be modern - to overcome stereotypes" were distributed around the country.

Sources: Equal Opportunities Development Centre website (in Lithuanian): <http://www.gap.lt/main.php/id/1054/lang/1>

Women's Information Centre (in Lithuanian):

<http://www.lygus.lt/ITC/news.php?id=1052>

Responding to Sexism in Advertising

La Meute (which means the Pack, in reference to the organization's mission as a "watchdog against sexist advertising") is an international social movement and network, launched in France in 2000. Members are invited to sign the "No to sexist advertising!" manifesto, which recognizes the harm to both women and men from such depictions. La Meute aims to bring awareness of the problem of sexist advertising to the public and authorities; to sensitize advertising agencies and their clients to consumer opinions; and to have sexist advertising withdrawn. The group uses a number of methods, such as demonstrations, petitions, direct complaints and articles. It also makes use of annual prizes, which are chosen by vote through members. The Prix Femino is awarded for advertising that is positive about women, men or the relationships between them, and the Prix Macho is a disincentive prize for the most sexist advertising of the year. The Prix Femino serves an educational function for the industry, as honourable mention is also given to companies that previously used sexist images but have shown improvement.

Sources: Report: The image of women in advertising, Committee on Equal Opportunities for Women and Men to the Parliamentary Assembly, Council of Europe, Doc. 11286, 21 May 2007. <http://assembly.coe.int/main.asp?Link=/documents/workingdocs/doc07/edoc11286.htm>. Website for La Meute: <http://www.lameute.fr/index/>

3.3.2 Using sport as a catalyst

Sport is an important influence in the lives of boys and men and is a useful entry point both for creating positive masculinities and for male engagement around gender equality. A U.S.-based study found that boys are much more likely than girls to watch sports programming, and that due to its predominantly “male cast” (athletes, coaches and commentators) such programmes send powerful messages about male behaviour⁴¹. The messages found in sports programming often reinforce hegemonic masculinity. An examination of the sport programmes that boys most frequently watch noted the following trends: they promote the idea that aggression, conflict and violence are expected and rewarded; women are largely absent or are depicted in a stereotypical way; and the advertising used during sporting events plays on men’s insecurities about masculinities or reinforces traditional masculine images⁴². Addressing the male norms that are reinforced through sports broadcasting is one method of influencing how boys and men perceive their roles and of transforming masculinities.

Sports can also be influential in advocating publicly for greater attention to gender inequality. Male athletes who are associated with particularly “masculine” sports can be very effective in promoting alternative masculinities. In Armenia, for example, a champion wrestler serves as a local ambassador for the White Ribbon Campaign on violence against women and is the public face of the 16 Days of Activism against Gender Violence campaign, working in cooperation with the UN Population Fund (UNFPA). The Armenian athlete has lent his image to campaign materials, including video clips, and promotes the message “A strong man will never abuse a woman⁴³.” As a key partner in a Stop Violence Against Woman campaign, the Turkish Football Federation ensured that players wore shirts with the campaign logo, banners were displayed during matches and the Turkish sports channel broadcast campaign messages⁴⁴.

Kickboxing against Domestic Violence

In 2010, the UNFPA office in Belarus launched a Russian-language blog—Ostanovinasilie.org (translated as Stopviolence.org)—that primarily targets men by providing them with a social platform to advocate against domestic violence. The blog is framed within the UN Secretary-General’s Campaign Unite to End Violence against Women and the Joint UN Gender Theme Group in Belarus Campaign against Domestic Violence. One purpose of the blog is to promote the notion that violent behaviour is unacceptable for “real men.” While the blog is open to any Russian speaker wishing to join the group, the inclusion of several champion Thai kick boxers from Belarus means that it has a particular appeal to men.

Prior to the development of the blog, a 19-time world champion kick boxer was already an active spokesman for the local White Ribbon Campaign. Among his activities, he formed a group under one of the largest Russian-language social networks

41 Boys to Men: Sports Media, Messages about Masculinity, Children Now (1999).

42 Ibid.

43 See website for UNFPA Combating Gender Based Violence in the South Caucasus project, <http://www.genderbasedviolence.net/news/detail/28/a-strong-man-never-abuses-a-woman.html>. Publicity campaign materials for Armenia are available at <http://www.genderbasedviolence.am/en/content/show/15/public-campaigns.html>.

44 Bringing Security Home: Combating Violence Against Women in the OSCE Region, A Compilation of Good Practices, OSCE (2009).

(odnoklassniki.ru) with the title “Violence is a weapon of the weak.” The group attracted considerable attention, and thus it was logical that his activism be carried over into the blog.

The blog includes links to a YouTube channel where several Belarusian kickboxing champions offer video lessons and training techniques within the framework of the anti-domestic violence campaign. Each lesson emphasizes positive attributes of male strength by explaining that the sport is a martial art—as opposed to an outlet for aggression—that requires preparation, self-control and respect for the opponent. Practicing this sport is offered as a safe and constructive outlet for the sort of negative energy that can lead men to commit domestic violence. The lessons include factual information about domestic violence and conclude with the message that violence is a sign of weakness.

Because there is interest among young men in the sport of kickboxing but few have access to training facilities, the lessons are an effective tool to promote alternatives to violence and to attract men to the ostanovinasilie.org site. The site is promoted primarily to men through social networking sites, such as Facebook and Twitter, in Belarus, Kazakhstan, Kyrgyzstan, Russia, Ukraine and Uzbekistan.

Sources:

Information provided by Olga Belorusova (olga.belorusova@unfpa.org), UNFPA/Belarus.

Unite to End Violence against Women and the Joint UN Gender Theme Group in Belarus Campaign against Domestic Violence initiative is financed by several UN and international agencies as well as a Belarusian NGO.

There are also a number of good examples of using sports models, such as coaching and teamwork, to demonstrate concepts of gender equality. These are described in the section of this publication on addressing gender-based violence.

3.4 The Socialization of Boys

Adults are charged with helping boys replace the myths of masculinity with the truths of their lived experience⁴⁵.

Socialization, peer pressure and belief systems play a pivotal role in maintaining stereotypes and can also influence the extent to which gender bias persists. Recognizing that socialization begins from birth and is closely connected to the school environment and influenced by peers, projects to address masculinities and promote gender equality are increasingly taking a life-cycle approach that involves young people, especially boys and young men. Such work aims to provide examples of gender-equitable relations from an early age. Adolescence is a time when young men are coming to terms with what masculinities mean for their personal lives and societal expectations about their future roles. Thus, projects that engage boys and adolescents at the time when they are becoming men are important ways to encourage them to question dominant gender roles and reflect upon what masculinities mean in their lives and also to guide them towards a respect for gender equality in their future relationships.

Several examples of projects that engage young men in exploring masculinities are described in this section. Each project is very much rooted in the specific context of the boys' lives that were targeted, and activities were designed to appeal to the groups and address their issues of concern. Although they do have an educational or teaching component, the first set of practices described below are not school-based.

Because the educational system itself can foster gender inequalities, for example through the materials used, teaching practices and attitudes and educational choices offered to boys and girls, school-based projects can be effective in promoting greater gender parity. Informal segregation in academic subjects is a particular concern for OSCE participating States as it has a direct impact on the career options of young women and men. Such segregation is driven by stereotypes, culture and tradition, which are reinforced when educational professionals approach such matters as fields of study and career choices in a gender-blind manner. The second group of initiatives described here aim to encourage boys and young men to consider non-traditional careers and sensitize teaching and other professionals that work with young people about the need for greater gender awareness in order to overcome bias.

Project H

Project H, developed in 1999 by four Latin American NGOs, is one of the best-known initiatives to promote gender-equitable attitudes among young men (targeting ages 15-24). The methodology of Project H (which stands for *homens and hombres*, meaning men in Portuguese and Spanish) was developed in Latin America but has successfully been adapted for and replicated in other regions, including in the Balkans.

While Project H has a focus on health promotion (reproductive health, sexually-transmitted infections, including HIV/AIDS, and drug use), the programme has much broader goals and impact. Young men are engaged in reflecting critically about rigid gender norms related to manhood and encouraged to adopt gender-equitable attitudes and behaviours in their relationships. Modules used in the programme address a range of subjects, including fatherhood and caregiving, gender-based violence, emotions and mental health. Assessments have shown that Project H has had a positive influence on young men's attitudes toward gender equality, including increased sensitivity to the use of violence, improved partner-negotiation skills, increased attention to health and greater involvement as fathers. The programme works through group educational activities (conducted in same-sex groups and generally with male facilitators) and community campaigns to change accepted norms about what it means to be a man. Project H also includes a "lifestyle social marketing" process which engages young men directly to identify their preferred sources of information, cultural outlets in their community and to develop media messages around popularizing the image of a gender-equitable man.

An important resource developed within Project H is an innovative evaluation model- the Gender-equitable Men (GEM) Scale- for identifying and assessing changes in attitudes.

Sources: <http://www.promundo.org.br/en/activities/activities-posts/program-h/>

Gary Barker, Marcos Nascimento, Marcio Segundo, and Julie Pulerwitz, "How do we know if men have changed? Promoting and measuring attitude change with young men: lessons from Program H in Latin America," in *Gender Equality and Men: Learning from Practice*, Sandy Ruxton ed., Oxfam GB (2004). Available directly from <http://www.promundo.org.br/en/wp-content/uploads/2010/03/02.pdf>

Gender Equality and Young Men Programmes

YouthAction Northern Ireland is a regional voluntary youth organization in Belfast, with several offices in Northern Ireland. The organization targets vulnerable young people (ages 10-25) to develop their capacities to improve their lives and bring about positive change in their communities. Principles of equality, diversity, inclusion and peace-building are central to their work.

Through the Gender Equality and Work with Young Men Units, YouthAction Northern Ireland takes parallel approaches to developing gender consciousness and helping young women and men explore gender stereotypes and conditioning. Specifically, the Gender Equality Unit addresses the historical inequalities that women face and works to “challenge systems which undermine the position and role of women and in particular young women.” In contrast, the Young Men Unit “acknowledges the changing role of young men in contemporary society and challenges the gendered expectations they continuously face” while raising the question of how they can find alternative ways of “being male.” YouthAction’s gender-conscious work challenges the status quo. Young men and women confront the validity of gender roles and stereotypes, deconstruct their attitudes toward masculinity and femininity and are encouraged to reflect on their own expectations of gender. Such activities are conducted with single-sex groups, mixed groups and with individuals.

In developing its Young Men programme, YouthAction recognized that traditional programmes for male youth focused on keeping young men out of trouble but were not addressing their developmental needs. The Young Men programme, therefore, is built around strategic work to understand masculinity and its impact on young men; to conduct research on issues of relevance to young men, such as violence and emotional wellbeing; to create opportunities for young men to have their voices heard; and inform policy-makers and those who work with youth about issues affecting men.

Notably, YouthAction Northern Ireland has a long-term partnership with Care International North West Balkans to work on the Young Men’s Initiative in Western Balkans. Several youth exchanges have taken place between young men from Northern Ireland, Bosnia and Herzegovina, Croatia and Serbia (in 2008 and 2009). These meetings focused specifically on young men’s experiences of conflict and violence. The Young Men Initiative in Western Balkans is described in more detail elsewhere in this publication.

Sources: Gender Conscious Work with Young People, An Occasional Youth Work Practice Paper 2, YouthAction Northern Ireland/University of Ulster.
http://www.youthaction.org/databasedocs/doc_379419476.pdf.
YouthAction Northern Ireland webpage: <http://www.youthaction.org/default.aspx>

New Visions

The New Visions programme is a non-formal educational programme for boys and young men (ages 12-20) that incorporates life skills and aims to increase gender sensitivity among this male population. New Visions was designed by the Centre for Development and Population Activities (CEDPA) in Egypt and implemented by over 200 NGOs in 11 governorates of the country from 2002-2004. CEDPA/Egypt was already implementing the New Horizons non-formal education programme for girls when project managers raised the issue that support for young women required the broader support of the community, specifically men, in order to bear results.

The New Visions programme was initiated with a needs assessment in the communities where New Horizons had already been working. Youth centres were chosen as the programme venue as they are places where young men naturally spend time. Young men (ages 20-30) with training in education and social work were recruited as volunteer course facilitators. Significantly, many of the volunteers had already been working with young men at the centres. Later, female facilitators were introduced and were well received. Volunteers received two weeks of training, a facilitator's manual and were supervised at the beginning of their work.

The New Visions course was taught over six months through 64 sessions (each lasting from 1.5 to 2 hours). The curriculum contained key messages related to gender equity, partnership with women, responsibilities to oneself, family and community, civic duties and human rights. The course as a whole emphasized skill building in anger management, planning, negotiation, communication and decision-making. New Visions participants took part in 'group discussions', learner-centred dialog, written work, individual tasks and field work.

In 2004, New Visions was evaluated, and it was found that the programme had influenced participants' attitudes about gender roles and equitable treatment. For example, participants reported more favourable views on shared responsibility in family decision-making and household duties, community service and political participation after they had completed the course. Participants also gained important life skills and reported new behaviours in anger management, coping with stress, expressing themselves to their peers and had greater awareness of their own strengths and skills.

Sources: New Visions: Life Skills Education for Boys, Fact Sheet, May 2005

<http://www.cedpa.org/content/general/detail/724/>.

Promoting Gender Sensitivity among Boys in Egypt, March 2006

<http://www.cedpa.org/content/general/detail/847/>

Boysquestions.com and the Macho Factory

Men for Gender Equality, a Swedish NGO that works on issues of gender and violence with a focus on how social norms of masculinity affect society, has developed two programmes aimed at boys and young men. The first is a web-based support forum exclusively for individual boys and young men- Killfragor.se (translated as Boysquestions.com). The second project, the Macho Factory, is a group educational programme for engaging adolescents in examining dominant forms of masculinity.

The Killfragor.se project was launched in 2009 and responds to the fact that Sweden has a number of web-based services for young women on the topic of violence but previously had nothing specifically for males. The *Boysquestions* project recognizes that many societal problems, including violence, are related to expectations about how boys and men are expected to behave. Men, young men especially, benefit from being able to talk about what “being male” is like for them. Through the web site, young men can chat and e-mail anonymously with adult volunteers- known as “buddies.” The volunteers all receive special training in issues that young males are facing, how to listen and offer support. Users of the site are encouraged to express themselves and reflect on any issues of interest, for example school life, teasing and bullying, questions about physical development, relationships with friends and parents and dealing with frustration and embarrassment. With guidance from the volunteers, boys explore society’s expectations about how they should behave, and this practice helps to break down dominant forms of masculinity.

The *Boysquestions* site can be accessed at any time, but the chat function is offered three times per week after school hours. Additional support resources are provided when chatting is closed. Confidentiality is maintained, but a history of conversations with volunteers is logged and tracked both for monitoring and for training purposes. Men for Gender Equality first promoted Killfragor.se through school-based campaigns (using posters and workshops and contact with teachers) but found this method was unsuccessful in reaching boys. Instead, advertisements on Facebook and other internet-based technologies are now used to publicize the site.

The Macho Factory is a collaborative project between Men for Gender Equality, the National Organization for Women’s Shelters in Sweden (ROKS) and the Swedish Association of Women’s Shelters (SKR), launched in March 2011. This project takes a different approach from *Boysquestions*, yet it also examines how masculinities are socially constructed and shape relations and institutions. The Macho Factory is a process-based educational programme aimed at 13-25 year olds. Project materials include 17 short films and exercises that focus on prevailing norms of masculinity and how to work against gender stereotypes. Participants reflect on how gender norms affect their lives and are prompted through the exercises to experiment with other ways to behave. The Macho Factory is currently being marketed to schools but could also be used in workplaces. All materials can be ordered through the project website, where a short presentation about Macho Factory and the films can be viewed (after registering through the site).

Sources:

Killfragor.se: <http://www.killfragor.se/> (in Swedish)

The Macho Factory: <http://www.machofabriken.se/> (in Swedish)

Additional information provided by Klas Hyllander, Men for Gender Equality/ MenEngage Europe

In contrast to the projects described above, the following have a particular emphasis on encouraging boys and young men to consider non-traditional careers. Such initiatives are tools for redressing labour market segregation but are also vital in assisting boys and young men to adapt to today's market realities and the fact that employment patterns are changing. It is especially important that projects such as these be considered as complementary to initiatives that introduce girls and young women to new fields of study and careers. Practice has shown that boys are much less likely to choose jobs perceived by society as "women's work," and therefore affirmative efforts are required to breakdown such stereotypes.

New Directions for Boys

The German government has taken note of the fact that the demands of the labour market are changing, specifically from an economy reliant on industry to a knowledge and service-based economy. These changes have not only led to job losses in male-dominated sectors, such as manufacturing, but have also necessitated shifts in traditional notions of masculinity and gender norms.

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth supports two parallel programmes aimed at addressing stereotypes in academic subjects and the labour market: Girls' Days and New Directions for Boys. Both programmes encourage young women and men, respectively, to enter non-traditional fields and change expectations about their career choices. A key feature of the programmes is that they engage young people directly and also work closely with teachers, vocational counsellors, social workers, trade unions, employers and parents.

New Directions for Boys introduces boys (ages 11-16) to new career opportunities, especially in the fields of nursing, education and the service sector, through internships and practical experience. The programme also recognizes the increasing importance of social and communication skills in today's job market and that these are skills boys may have fewer opportunities to develop. Therefore, the programme includes a component on developing competencies in communication, conflict resolution and teamwork. Another important feature of the programme is sensitizing teaching professionals and career counsellors to gender-related career and life planning.

Sources: Good practices and lessons learned from Germany, Programme of exchange of good practices on gender equality, EU, available from <http://ec.europa.eu/social/main.jsp?catId=574&langId=en&eventsId=176&furtherEvents=yes>

New Directions for Boys Programme website: <http://www.neue-wege-fuer-jungs.de/> (in German).

Youth, Gender and Career

The Youth, Gender and Career project set out to address gender blindness in career guidance and to remedy segregation in the Danish labour market. Although the female employment rate in Denmark is high (over 80%), women are under-represented in senior management positions, and from school-age, girls and boys chose traditional career paths, very much influenced by gender stereotypes.

The project, conducted by four partners and led by the Danish Research Centre on Gender Equality at Roskilde University from 2001-2004, targeted career advisors and teachers in primary and lower secondary schools as well as parents and pupils themselves. Based on surveys of career guidance practices and the experiences of young women and men, a training programme was developed to raise awareness among advisors and teachers of the gender dimension of career choices. During the project, an important discovery was made. While educators understood the need to encourage young women in non-traditional occupations, the same group was very reluctant to offer traditionally “female” jobs to young men. A study of young people’s attitudes also revealed that young women (35%) were much more likely than young men (16%) to consider non-traditional careers. It became important, therefore, to discuss and reflect upon stereotypes about “men’s work” and whether these jobs will continue to exist in an increasingly globalized economy.

A parallel activity focused on students, in years 7-10 of lower secondary school, and their parents to combat gender stereotypes and widen the range of educational and career choices for girls and boys. Teachers and school counsellors provided parents with information about current and future job market trends, segregation in the labour market, how parents evaluate the qualifications of their sons and daughters and can support their children in choosing non-traditional careers. Before these sessions, children and parents each filled in forms about their expectations for the pupil’s future. This task promoted family discussions and was also used in the sessions with parents to talk about how the child’s career goals could differ from those of the parents.

A final component of the project was to affect policy change in the form of gender mainstreaming in the Danish career guidance system by engaging with the Ministry of Education and encouraging a broader debate on gender and career choices.

A concrete outcome of the project is the handbook *Cheat the stereotypes – on gender and counselling*, which lays out arguments in favour of gender-sensitive career counselling and provides key recommendations to allow young people to make educational and career choices that are not based on subconscious stereotypes but on understanding the job market. (The handbook is available at http://www.unge-karriere.socialfonden.net/files/upload/Pjece_uk_besk.pdf)

Sources:

Overcoming gender blindness in careers guidance, EQUAL Success Story, European Commission on Employment, Social Affairs and Equal Opportunities, http://ec.europa.eu/employment_social/equal/activities/success_en.cfm

http://ec.europa.eu/employment_social/equal/data/document/etg4-suc-grm-vocguidance_en.pdf. (in English)

Youth, Gender and Career project website: <http://www.unge-karriere.socialfonden.net/default.asp?ID=18> (English materials)

3.5 Fatherhood and Childcare

Men often do play unique and positive roles in the lives of children and can be persuaded to actively support efforts to reduce gender inequality⁴⁶.

The high rate of women's paid employment outside of the home, a characteristic of the OSCE region, means that men are no longer the sole financial support for the family. Changes in traditional gender roles, however, have been rather one-sided. Among participating States, as is true for many other countries, women's income generation has not resulted in a significant shift in the burden of domestic responsibilities. While men's financial contribution has arguably decreased, they have not proportionally taken over their share of childcare and household responsibilities. In fact, some childcare and household duties have merely been transferred to the older female generation, for example grandmothers who care for grandchildren. The burdens placed on women to fulfil family responsibilities outside of their working life are very real and in some parts of the region are also contributing the women's low representation in leadership positions and limited career choices. The International Labour Organization (ILO) points out that family structures are changing, and these trends are also evident among OSCE participating States: families are increasingly headed by one parent—generally single mothers—and extended families have become less common⁴⁷, especially in Western Europe. Both factors intensify women's family responsibilities.

As their partners enter the labour force, individual men do naturally feel demands that they take on greater family responsibilities. However, there are many interconnected reasons for men's lack of involvement in domestic duties, especially childcare. Structural barriers, such as limited paternity leave, are discussed in the following section of this report. Socialization, stereotypes and perceived gender roles also have considerable influence over the extent to which men are involved. Many men feel uncomfortable in front of co-workers, friends and even family members taking a greater role in domestic work or childcare. Others are unsure of their role or lack confidence to undertake tasks that are unfamiliar, especially concerning children. "The more men feel supported in the parent role by their wives, the more they tend to stay involved in the care of their young children. It was observed that a kind of vicious cycle has developed in which men are presumed incompetent, accept that verdict and neither seek nor are given a chance to overcome their presumed incompetence⁴⁸."

The lack of male role models in caring for children is a concern for much of the region and has a profound impact on how both boys and girls are socialized. Several participating States have seen a significant increase in the number of female-headed households in which mothers are raising children alone. This situation raises questions about on whom future generations of men will model their own role as fathers. On the other hand, a global survey on men and gender equality determined that "men who report that their fathers were involved in childcare or domestic work were significantly more likely to be involved themselves⁴⁹." Men's active participation demonstrates to both boys and girls that such "feminine work" in the family should actually be shared between women and men, thus providing the foundation for gender equitable relationships in future generations.

46 Joseph Foubmi and Ronnie Lovich, *The Role of Men in the Lives of Children: A study of how improving knowledge about men in families helps strengthen programming for children and women*, UNICEF (1997).

47 *Work and Family: The way to care is to share!*, International Labour Organization (ILO) bulletin.

48 Joseph Foubmi and Ronnie Lovich, *The Role of Men in the Lives of Children*.

49 *Evolving Men, Initial Results from the International Men and Gender Equality Survey (IMAGES)*, Instituto Promundo/ International Center for Research on Women (ICRW) (2011).

Programmes that address fatherhood have proven to be a key entry point to involving men and even older adolescents in gender equality work. The father role is important to most men, and men's groups and networks that offer parenting support can also serve as "a non-threatening environment in which to begin the necessary dialogue and consciousness raising that is needed to facilitate an easier role transition for men⁵⁰." There are a great many projects to support men as fathers, and two that are relevant to the OSCE region are described here. While most such projects do not address principles of gender equality directly, the ones that are effective do aim to transform men into active and participatory fathers.

The patterns of gender-based segregation that influence how domestic duties are shared are also replicated in the job market. Therefore, working with men to change their perceptions about their role and responsibilities in childcare also lays the groundwork for extending the male caregiver role outside of the family and into employment. While projects designed to address the general barriers that exist to young men entering "female jobs" were described in the preceding section, the issue of the severe under-representation of men in childcare profession and in early childhood education is discussed in more detail in the forthcoming section. Finally, policies and mechanisms to overcome bias and assist men to take parental leave are described in the Addressing Inequalities in Employment section of this report.

Father Support Program

The Father Support Program is an adult education programme for Turkish men, implemented by the NGO Mother Child Education Foundation (ACEV- Anne Cocuk Egitim Vakfi). The idea for the Father Support Program grew out of ACEV work with mothers on childhood education and women's empowerment. When a group of participant-mothers explained that they were not receiving support from their husbands, and in fact perceived the fathers as obstacles to putting into practice what they were learning about childrearing, the ACEV began to consider ways to include men. Additionally, as more women have been entering the workforce in Turkey, many men are seeking information on what they can do to help raise their children.

The organization was cautious in its approach to engaging men, at first sceptical that fathers would participate, due to lack of time and interest, and fears that the programme would clash with dominant patriarchal attitudes that men are the heads of the household. It was decided to go forward, and the Father Support Program was developed with the aim that fathers would "play a more effective and positive role in the development of their children," building on a strong sense of paternal responsibility in Turkey. The programme fosters behavioural change and adds social and psychological support for children to the father's traditional role of economic provider and moral leader.

The programme targets literate fathers of children aged 3-11 and takes an educational approach to strengthen fathers' knowledge of child development, skills in communication and adoption of a more democratic style of parenting. The programme is implemented over a 10-12 week period through 13 (2.5 hour) sessions or workshops, conducted by a trained group leader. The title "group leader" was chosen to reflect the democratic and non-hierarchical culture that is fostered throughout the Father Support Program.

From the inception, it was considered important that the programme emphasize openness and mutual respect. The group leaders were selected from among guidance counsellors and primary school teachers, since they already had skills in education and were in a good position to recruit fathers to the programme. Because pilot sessions showed that attendance was better in male-led groups, the group leaders are all men.

The content of the programme focuses on the role of the father as well as themes relevant to childrearing, such as social-emotional development, play, school and friends, physical and sexual development and positive discipline. Importantly, the programme also includes methods to support wives and mothers. Early on, it was found that some men were using the information they learned to lecture or scold their wives when their parenting styles seemed to differ from what the fathers were learning. Therefore, free materials are made available for the wives of participating men so that they can engage with their partners in a supportive manner. Also, one session is devoted to informing mothers about the programme and provides guidance on ways that they can support their husbands. Fathers are encouraged to discuss how their roles are expanding “beyond those of the provider and disciplinarian.”

An interesting aspect of the Father Support Program is that it does not explicitly aim to promote more equitable gender relations. As a staff member noted, “when we train group leaders, the most important skill we want them to learn is to help the fathers reflect deeply so that we can “interfere” with their accepted thinking. But we do not promote a radical change in gender roles. Instead, we keep our focus on the father–child relationship. In fact we prepare our programme carefully to prevent gender conflicts from emerging directly.” Nevertheless, the programme deals with gender implicitly by showing men that daughters and sons have the same developmental needs and by encouraging the creation of a democratic home environment in which everyone can express their emotions and thoughts. Fathers learn that open communication between a husband and wife has a positive effect on the child. There is also evidence that teaching fathers to manage their anger when disciplining children may also help men to use non-violent means to resolve conflicts with their wives. The ACEV is considering how to integrate a deeper gender perspective into the Father Support Program in a way that will be acceptable to the participants.

Since the programme was developed in 1996, 1,300 father groups have been formed and the programme is now implemented in 20 provinces of Turkey. After the ACEV organized a ToT in Germany, the Father Support Program has been offered there to Turkish fathers.

Sources:

And How Will You Remember Me, My Child? Redefining Fatherhood in Turkey, Quality/Calidad/Qualite No. 19, The Population Council (2009)
<http://www.popcouncil.org/pdfs/qcqa/QCQ19.pdf>.

Website of the Mother Child Education Foundation (ACEV)/ Father Support Program:
<http://www.acev.org/educationdetail.php?id=20&lang=en>

Papa Schools

Papa Schools or Papa Groups are the names given to non-formal educational and support projects for men- both young fathers and fathers-to-be. Based on a model that has been in practice in cities and towns in Sweden for the last 20 years, Papa Schools have more recently been founded in Belarus, Poland, Russia and Ukraine.

The Papa School network in Ukraine notes that men today want to know more about their role as fathers especially during their partner's pregnancy and in the baby's first months. Today there is a greater sense that pregnancy and childbirth are a "family affair" in Ukraine, and men want to be involved. However, the Ukrainian experience also showed that a small number of men had already been attending courses on parenthood, but they tended to silently sit at the back and often felt embarrassed or uncomfortable asking questions of female doctors in front of a predominantly female audience. Such parenting courses had not been adapted to men's mentality nor did they provide information specifically about the role of fathers. The Papa School project in St. Petersburg also points out that many Russian men were raised by single mothers, and this is another compelling reason to educate about the role of the father and promote the concept of equal parenting.

The principles and primary aims of the Papa Schools can be summarized as follows:

- To help men to view fatherhood as not only a duty but also a pleasure and source of pride in their lives.
- To encourage fathers to be actively involved in the lives of their children, in cooperation with mothers, for the proper development of the child.
- To redefine a strong father as one who is actively involved with his children and who helps to maintain good relations in the family as a whole.
- To enhance positive male qualities in fathers, such as diligence, tolerance, understanding and responsibility.
- To promote mutual understanding between husbands and wives through knowledge of gender issues and skills in resolving conflicts.

While there is no unified curriculum or programme, the Papa Schools share some key features, for example:

- The Papa Schools offer sessions to prepare men for the birth of a child, focusing not on medical but social aspects of the birth, and working in cooperation with women's clinics. The courses also promote fathers' attendance during childbirth and active participation by fathers in the baby's first weeks and months.
- Sessions are devoted to promoting understanding between spouses.
- The Papa School sessions are led by men, themselves fathers, who generally have professional skills in pedagogy, sociology or psychology. Session leaders receive specialized training to run the sessions.

- The Papa School course is offered for free (in some cases, local government support makes this possible) over a period of months, often on weekends so working men can attend.
- Some of the Papa School networks also take on advocacy work to encourage policy development in support of fathers and parents.

A number of materials have been developed, such as methodologies for developing Papa Schools, analysis of existing schools and networks, articles and research on fatherhood and parenting.

Sources:

Regional network website (Poland, Russia, Ukraine): <http://www.tato.net/>

Website for Minsk, Belarus: <http://papaschool.org/>

Website for St. Petersburg, Russia: <http://www.papaschool.ru/>

Website for Ukrainian network: <http://papa-ua.net/en/index.html>

A particular issue of concern in the OSCE region is the under-representation of men in early childhood education and teaching professions, especially in primary schools. For instance, in the Central and Eastern European and Central Asian regions, four of five primary teachers are female and in some countries, women represent 97% or more of the entire primary teaching force⁵¹. In Western Europe during the early 1990's, when the European Childcare Network raised the issue of men as carers, only 1%- 3% of all workers in early childhood services were men⁵². Such imbalances are reflective of prevailing gender norms that teaching and caring for children, especially young children, is "women's work." There are also more tangible reasons for the predominance of women in such occupations. Child-care and teaching jobs offer working hours more easily combined with family responsibilities and such work generally carries low salaries and status. Another way of explaining the motivations and barriers to choosing non-traditional careers: "Women pursue male careers because they offer prestige, higher pay and opportunities for advancement, but men in non-traditional occupations have less to gain and much to lose. They may have to make sacrifices in terms of pay and status, as well as raising questions on masculinity and suitability for the job⁵³." In addition, many men do not want to "compete" with the standard of women (as mothers) in early childhood education and care. Because society does not place such a high value on fatherhood, men also lack the role models that might inspire them to undertake this work⁵⁴.

The arguments for encouraging greater male participation in early childhood education range from the need to holistically involve men in the care of young children, as fathers and also as teaching staff, to the notion that children who encounter male role models from an early age are sensitized to a more egalitarian view of gender roles which, in turn, has a positive effect on future generations⁵⁵. This final point is especially compelling considering the fact that several countries in the OSCE region are characterized by both feminization of the school system and a general lack of male role models, as a result of male labour migration or male populations affected by armed conflict. Indeed, it has been suggested that such a predominantly female school environment can perpetuate "misconceptions and

51 Global Education Digest 2010, Comparing Education Statistics Across the World, UNESCO Institute for Statistics (2010).

52 Jan Peeters, Including Men in Early Childhood Education: Insights from the European Experience, NZ Research in Early Childhood Education, Vol. 10, 2007.

53 Ibid.

54 Ibid.

55 Ibid.

misinterpretations of masculinity⁵⁶ and is especially detrimental to boys who may have limited opportunities to observe, question and challenge their notions of what constitutes positive male qualities.

There are a number of initiatives to motivate and recruit men into early childhood education and care. The most successful combine a number of different strategies. In Finland and Norway, for example, a form of affirmative action has been used to remedy the low numbers of men in the teaching profession. In the case of Finland, a quota that guaranteed 40% of places in teacher training programmes were held for men was used temporarily. The quota was eliminated when the Equality Act was passed in 1989. The Norwegian Ministry of Children and Family Affairs is committed to bringing the proportion of men in early childhood education up to 20%. The most successful examples of Norwegian preschool and day care centers that have reached the goal have used several strategies in combination: moderate quotas for men, combined with measures to recruit and retain men such as dedicated marketing campaigns⁵⁷. The good practice example given below is one that did not involve affirmative action but which represents a commitment on the part of a national government to encourage fathers' active participation in childcare and upbringing under a broader commitment to gender equality.

Men in Childcare

The Men in Childcare project began in Edinburgh, Scotland in 1991 as a series of accredited training courses for men to work in childcare and related professions. The 16-week introductory course is offered free of charge and in the evening to accommodate men's schedules. It was also important that the course provides the students with accreditation (meaning it is not a "taster course") that can be used to seek basic employment in childcare or as the basis for further courses and national certification in education and childcare (HNC). The programme also includes a mentoring component in which students are linked with qualified male childcare workers.

A number of different methods are used to publicize the programme among men, such as flyers, radio spots and newspaper advertisements, all of which carry the messages "Men can care too" and "Children need men too." Feedback from the promotional campaign has indicated that men were drawn to the course since they felt more comfortable learning about childcare in an environment with other men.

To date, over 1,200 men have attended such training sessions. Since the inception of the Men in Childcare project, the number of men employed in childcare has increased significantly (for example from 1% to 10% in Edinburgh). It has also been noted that fathers find nurseries and childcare centers more male-friendly when there are men on staff.

56 Mariam Martirosyan, Lack of Adult Male Role Models in Secondary Schools of Armenia and Its Impact on Armenian Male Teenagers' Conceptualizations of Masculinities, Final Analytical Report, Caucasus Research Resource Centers (CRRC)- Armenia (2008).

57 Men, Male Roles and Gender Equality, Report No. 8 (2008-2009) to the Storting Chapter 1 (White Paper), Norwegian Ministry of Children and Equality.

The Men in Childcare programme receives funding from the Scottish Government and has expanded to other sites in the country. In addition, Men in Childcare works in partnership with similar initiatives and networks internationally (in Europe, U.S. and New Zealand) and since 2005, two of the founders have been working with Polish partners to develop the Men in Childcare Project in Poland.

Of note, the UK Equality Act of 2010 creates the Gender Equality Duty, a legal responsibility on public bodies to identify specific gender equality issues as areas for action and to actively promote gender equality. The Scottish Government's Equality Unit is supporting the three-year project Making the Gender Equality Duty Real for Children, Young People and their Fathers which aims to break down gender stereotypes, reduce occupational segregation in professions serving children and young people and promoting family-friendly work practices for men and women. Within the broad commitments of the Scottish Government to the Gender Equality Duty, the Men in Childcare programme has been identified as one of several good practices on engaging with fathers and challenging stereotypes around childcare.

Sources: Men in Childcare flyer: <http://www.meninchildcare.co.uk/Flyer.pdf>

Men in Childcare website: <http://www.meninchildcare.co.uk/index.htm>. Website for Children in Scotland, Making the Gender Equality Duty Real for Children, Young People and their Fathers programme: <http://makinggenderequalityreal.org.uk>.

3.6 Addressing Inequalities in Employment

Labour is a core part of masculinity and therefore changes in masculinities are connected to or dependent upon changes in working life⁵⁸.

Masculine identity is closely connected to men's financial independence and their working life. Therefore changes in labour conditions can have important repercussions for men. In much of the OSCE region, the traditional working patterns for both men and women have been shifting. For instance, women have made great strides in entering non-traditional fields, and many men are no longer working in traditional full time, long-term employment but focusing on education or other goals. At the same time, the global shift away from economies that are reliant on male-dominated sectors, such as heavy industry and manufacture, and towards more service-based industries has resulted in job losses for men.

In many former Soviet countries, the collapse and restructuring of State enterprises and resulting unemployment has had differential impacts on men and women. Women are generally described as "more flexible" and willing to take jobs below their qualifications to support their families, even including unregulated work. Men, on the other hand, find it psychologically more difficult to adapt to the loss of status that comes with unemployment and having to consider career changes. Strict divisions between formal and household labour has also meant that unemployed men generally do not take on the role of "house husbands," even when their wives are working outside the home. It should also be noted that in many countries, particularly in Central Asia, labour migration has become the norm for many men who cannot otherwise find employment. In the coming decade, it will become increasingly important to address how men can more readily adapt to the

58 Towards a new organisation of men's lives - emerging forms of work and opportunities for gender equality, Work Changes Gender, EU Research on Social Science and Humanities, European Commission (2004).

changing landscape of the labour market and also how this will require rethinking social norms about what is considered “men’s work.” The workplace is a natural entry point for engaging men yet, unlike the health sphere for example, greater risk is involved since such work requires more direct confrontation with male privilege and self-image.

Stereotypes about men and employment correlate directly with gender inequalities and discrimination against women, from the stage of recruitment, to salary differentials and in opportunities for advancement and promotion. Two areas in which men can play an active role in addressing inequalities in employment are as advocates for workplace diversity, which touches on issues of labour market segregation as well as vertical segregation within organizations, and by acting as role models for improved work-life balance by taking on a greater share of childcare and other family responsibilities, facilitating women’s career advancement.

3.6.1 Workplace diversity, leadership and pay gaps

Although it is accepted wisdom that organizations and enterprises are more efficient and competitive when they employ a diverse workforce—a practice that includes addressing gender diversity—such policies are not the norm in much of the OSCE region. In fact, all participating States exhibit two critical indicators of gender inequality in the workplace: gender segregation, referring both to segregation across sectors (horizontal segregation) and in hierarchies (vertical segregation) and pay gaps. The intensity of gender segregation varies by country and region, but even in those countries with a more integrated labour market, a great deal more progress has been made in eliminating barriers to women entering traditionally male professions than for men to find work in female-dominated fields. Considerable research has gone into understanding the root causes of gender segregation in the labour market (and pay gaps are usually considered a result of such segregation), and it is clear that inequities are based on many factors. Key factors include “comparative biological advantages, under-investment in human capital (schooling or training), differential income roles, preferences and prejudices, socialisation and stereotypes, entry barriers and organisational practices⁵⁹.” In addition, the unequal care burden experienced by women drives them to look for flexible schedules or less than full-time work, both of which restrict choices of employment and are often incompatible with career advancement. Indeed, a study of women’s under-representation in managerial jobs in Europe (where women represent 33% of all managers) showed that men with partners (both with and without children) are the most likely to occupy managerial positions while for women there is little correlation between family status and managerial positions, with only slightly more female managers having children but no partner⁶⁰. The issue of work-family life balance is one that implicates both men and women for different reasons and is discussed in more detail in the next section.

Clearly the lack of workplace diversity, as well as gender segregation, has serious implications for women, but these problems affect men as well, especially in terms of their limited access to non-traditional employment such as teaching, caregiving or nursing. The loss of status and self-esteem men experience when they become unemployed is tied up with the loss of the male breadwinner role as well as the inability to come to terms with a changing labour market in which traditionally masculine jobs are no longer profitable or required.

59 Francesca Bettio and Alina Verashchagina, *Gender segregation in the labour market: Root causes, implications and policy responses in the EU*, European Commission, Directorate-General for Employment, Social Affairs and Equal Opportunities (2009).

60 *Women managers and hierarchical structures in working life*, European Foundation for the Improvement of Living and Working Conditions (2009).

Programmes to improve workplace diversity have considerable, and perhaps more immediate, benefit to women, but ultimately men also gain from re-conceptualizing their place both in the labour market and in the employment hierarchy.

A following example illustrates how a programme for unemployed men can ultimately challenge gender stereotypes around “men’s” and “women’s” work, helping to address labour market segregation.

Mainstreaming a Male Perspective

Objective 1 is an EU structural funding scheme that supports development in disadvantaged regions with a focus on economic regeneration and job creation. In keeping with EU goals and priorities, gender mainstreaming is a condition of funding under the programme. In the United Kingdom, the South Yorkshire Objective 1 programme approached gender mainstreaming with a strong male perspective in order to advance gender equality.

The South Yorkshire region has undergone a transition from an economy based on heavy industry (coal and steel production) to a service-based economy, which has resulted in job losses for both men and women and widening pay gaps from the rest of the country. Gender analysis revealed an important dynamic: women had actually experienced the majority of full-time job losses in South Yorkshire. However, male unemployment rates were higher than the national average, and men in the region were more likely to suffer from poor health or disability than their peers in other parts of the UK. Because the region has historically been heavily supported by male-dominated industries, men who lost their jobs found it difficult to reconcile their traditional view of themselves as financial providers with their inactive status. Women were continuing to manage most of the family care while also engaged in paid work. For these reasons, the gender-focused projects within Objective 1 were designed to tackle gender-based segregation in the labour market, advance women into leadership roles, promote work-life balance and to re-engage men through education and employment. A key message of the programme was that gender equality is relevant to both men and women.

Several common themes were present in the projects aimed at men. They included confidence-building activities that gave men the chance to re-evaluate the relevance of traditional masculine roles in a changing job market, such as how men could contribute to family upkeep in other, and non-financial, ways. Men who were sensitive to gender issues were encouraged to become project workers and serve as role models. School and parenting-support services were used to challenge conventional images of men as “breadwinners” and “non-caregivers.” Men were engaged through their own interests and in stereotypical “male” activities, such as sport, technology and home improvement. Marketing to attract men to the programmes used messages that appealed to their notions of masculinity, such as offering “information” rather than “support.” Men were offered training in non-traditional employment, such as in service delivery.

Mainstreaming a male perspective in the Objective 1 programme advances gender equality by assisting disadvantaged men to regain employment and by challenging gender stereotypes about work that is appropriate for men and women. In this way, it is expected that the labour market will become less segregated overall.

Source: Cinnamon Bennett, "Mainstreaming a male perspective into UK regeneration: the experience in South Yorkshire," from *Gender Equality and Men: Learning from Practice*, Sandy Ruxton ed., Oxfam GB (2004), available at http://www.engagingmen.net/files/resources/2010/Caroline/Gender_equality_and_men.pdf

The reasons why even qualified women find it especially difficult to advance in male-dominated industries may not at first be apparent. However, research has found that human resources (HR) practices in such environments are often vulnerable to pro-male biases. "Because senior leadership teams, which tend to be dominated by men, set the tone for talent management norms, masculine stereotypes can creep into HR tools [and] . . . male-dominated industries and occupations tend to be particularly vulnerable to masculine stereotypes due to lack of diversity . . .⁶¹" Recently, considerable attention has been focused on improving the representation of women in upper management, and an EU initiative has called for publicly listed companies to adopt voluntary quotas to increase the presence of women on boards to 30% by 2015 and 40% by 2020. The Norwegian experience with such voluntary quotas offers an interesting case study: in 2003, the Norwegian Government promoted a similar pledge among private companies to increase female board members by 2005. In that time, women's representation only increased from 5% to 6%, and consequently a law was passed requiring companies to implement a 40% quota for women in a two-year period or they would be dissolved. Despite vigorous campaigning against the law by companies, once the law was passed many offered specialized training courses for women. From 2007 to 2009, the number of women on boards of Norwegian companies reached 39.6%⁶². Other European countries, for example France and Luxembourg, are following the Norwegian example, and this suggests that there is an important role for men, as policy makers, as CEOs and as board members, to promote legally mandated quotas. The projects described here represent examples of how men in leadership positions within an organization can become champions of diversity and help to create a more gender equitable climate, specifically aiming to increase women in management, on boards and in leadership positions.

Ten Gender Equality Ambassadors

In 2007, the Danish Minister for Gender Equality and the Confederation of Danish Industries jointly established a corps of ten ambassadors for women in management. The ambassadors, six men and four women, represent high status and prominent Danish executives from the Ministries of Defence and Economic and Business Affairs, the Danish Police and corporations in such sectors as energy, technology and engineering. The ten ambassadors lead a campaign to increase the number of women on boards of public and private companies, and they undertook a number of different actions, including:

61 Women in Male-Dominated Industries and Occupations in U.S. and Canada, Quick Takes, Catalyst (2010).

62 Valentina Pop, Voluntary female quotas do not work, Norway says, EUobserver.com, 31 March 2011, available at <http://euobserver.com/851/32098>.

- Modified recruitment strategies and new HR policies
- Internal mentoring programmes
- Company-wide mapping of management talent
- Company-wide mapping of remuneration and promotion procedures
- Seminars and other events

The ambassadors' experiences are consolidated as "Ten Tips" for other companies and organizations that want to increase the number of women in executive positions which include such advice as:

1. Approach diversity from a broad perspective (including sex, ethnicity, age etc.).
2. Management should plan a comprehensive strategy.
3. Senior management must commit to and support initiatives.
4. Be patient and keep the long-term focus on changing corporate culture.
5. Recruit female and male candidates equally.
6. Develop and implement a career planning strategy.
7. Map the company's talent.
8. Develop internal mentoring programmes for female executives.
9. Identify role models among management.
10. Sign the Charter for More Women in Management.

The Charter for More Women in Management is a 2008 initiative of the Minister for Gender Equality through which public and private companies can voluntarily pledge to ensure that women and men have equal opportunities for management careers and leadership positions.

Sources:

More Women in Management: 10 Ambassadors Speak Out, Danish Minister for Gender Equality and the Confederation of Danish Industries (in Danish).

http://www.lige.dk/files/pdf/kvinderledelse/pjece_ambassadoerer_2009.pdf.

2007 Report/ 2008 Perspective and Action Plan, Submitted to the Danish Parliament by Minister for Gender Equality (2008)

http://uk.lige.dk/files/PDF/PHplan/HP2007_ENG.pdf.

Website of the Charter for More Women in Management (in Danish):

<http://www.kvinderledelse.dk/>.

Walk the Talk

AB Volvo supports diversity within its corporate structure and recognizes the need for special measures to increase the number of women in senior management positions. The Walk the Talk programme, instituted in 1998 and carried out in Belgium, France, Sweden and the U.S., promotes awareness and understanding of gender and leadership issues with the goal of changing attitudes and the corporate culture. Walk the Talk is a training programme that focuses on senior male managers who are strong role models within the company and occupy decision-making positions. The CEO of each division of Volvo selects one or two senior managers to participate in the yearlong programme (for which the participant receives payment). While participants meet only 15 days per year, they interact closely and the group receives support through the network of previous Walk the Talk participants.

The training itself combines theory and practice and includes such innovative features as:

- Sessions to “Meet Men with Power” in which powerful men are identified as those who “have power over themselves” which translates to an ability to challenge norms, support innovation, think in unconventional ways and demonstrate leadership in applying what they have learned in practice.
- “Reverse mentoring” in which the men are paired with female mentors who follow them through the programme. The mentors are high-level executives who have undergone leadership training with a gender perspective. The mentoring component gives the men a chance to be coached by employees different from themselves. Mentoring creates new male-female networks with an understanding of gender issues and also helps to break “old habits” in networking and mentoring.
- “Homework” assignments, such as interviewing female managers, examining attitudes of the “old boys’ club,” and taking steps to change negative organizational practices.
- Personal reflection and examination of values and stereotypes, through a journal in which the participants record changes in personal attitudes, role plays and discussions of gender norms.

The Programme Coordinator of Walk the Talk notes the positive impact it has had at AB Volvo but also points out that real change in attitudes and increasing the numbers of women in senior management levels also requires parallel initiatives, such as employee surveys, recruitment policies that support the goals of the programme and mainstreaming a gender perspective throughout the operation of the corporation.

In 2010, AB Volvo was honoured by the Fredrika-Bremer-Association (Sweden) for its unique contribution to advancing gender equality in the workplace.

Sources: Engaging Men in Gender Initiatives: What Change Agents Need To Know (Jeanine Prime and Corinne A. Moss-Racusin, Catalyst, 2009).
<http://www.catalyst.org/publication/323/engaging-men-in-gender-initiatives-what-change-agents-need-to-know>.
Fredrika-Bremer-Association:
http://www.fredrikabremer.se/filarkiv/fredrika_bremer/pdf/walk-the-talk.pdf
(in Swedish).

Initiatives that aim to reduce labour market segregation and facilitate the promotion of women into leadership posts, such as the aforementioned, also contribute to closing the gender-based wage gap. Thanks to an EU-wide effort to address the gender pay gap under the 2010-2015 Strategy for Gender Equality between Women and Men, there is considerable documentation of national and local level good practices that are being used to promote equal pay. Positive efforts and corrective measures vary widely but can be categorized into the following:

- Legislation -for example, the Austrian law that inter alia requires enterprises of more than 1,000 employees to report average earnings of women and men, starting in 2011 and expanding annually to smaller companies by 2014⁶³.
- Awareness raising -for example, the Polish Federation of Business and Professional Women (BPW) organises activities around Equal Pay Day on 15 April—a date chosen to highlight the extra 79 days that a woman must work in Poland to earn the same salary that a man receives annually⁶⁴.

63 How to Close the Gender Pay Gap? Strategies and Good Practices of States and Social Partners in Europe, Institute for the Equality of Women and Men (2010).

64 Equal Pay Day Poland, <http://ec.europa.eu/social/main.jsp?catId=681&langId=en&eventId=263&furtherEvents=yes>.

- Assessment and analysis -for example, the Ministry for Equal Opportunities of Luxembourg is training employers, trade unions and business associations to use the Logic Equal pay self-test tool, software developed by the Federal Office for Gender Equality Switzerland, which analyses the extent to which an organization provides equal pay to women and men⁶⁵.
- Social partner initiatives including trade union actions, such as in Hungary where trade unions collaborated with civil society organizations to create a database, the e-Wage Barometer, which allows for salary comparisons; employer association efforts to improve the work life balance, such as the Slovenian Employers' Association which promotes the Family Friendly Enterprise Certification; and collective bargaining to revise job classifications and pay schemes, as has been implemented in Belgium⁶⁶.

A review of initiatives in these categories reveals, however, that while men are implicitly engaged in such projects (by virtue of being law makers, trade union representatives, business leaders etc.), virtually no efforts were found that approach masculinities head on or require men to change in order to close pay gaps. One unusual example, a project in the Icelandic municipality of Akureyri, did use such a tactic. The Centre for Gender Equality, one of Iceland's three gender equality institutions, is located in the Akureyri district and in 2004, a special committee and an action plan was established to review payments made to all employees, assess whether salaries were in accordance with labour union agreements and to map any extra or special payments (for overtime, for example). It was found that extra overtime pay was almost exclusively being given to men. Such payments were then reduced since men were, in fact, working more overtime than was allowed under the district's family policy. Despite dissatisfaction among male employees, few resigned, and ultimately decisions on employee salaries were centralized and the pay gap was eliminated⁶⁷. More positive efforts by men are required to dismantle the unequal practices and discrimination in the labour market that sustain pay gaps.

3.6.2 Professional and family life balance

As already noted, women's share of domestic duties, particularly childcare, has not diminished relative to an increase in paid employment, and in a great many countries men's participation in family responsibilities remains low. Additionally, labour migration of the working population and declines in State-supported care, especially in former Soviet republics, has meant that family responsibilities have intensified. A rapidly aging population is characteristic of several sub-regions—Western Europe and North America in particular—and thus younger family members may increasingly be called upon to care for the elderly. Working conditions, such as low wages, long working hours and informal and unregulated work, also play a role in making it difficult for women and men to balance work and family responsibilities.

Individual women and men have much to gain from policies that make it possible to reconcile professional goals with family life. For women, the benefit may be clear; family obligations are one factor that hinders women in reaching their full potentials in their working lives. For men, better work-family balance means improving contact with their children,

65 Ministry for Equal Opportunities, http://www.mega.public.lu/actions_projets/ecart_salaire/index.html. Federal Office for Gender Equality, <http://www.ebg.admin.ch/dienstleistungen/00017/index.html?lang=en>.

66 Addressing the Gender Pay Gap: Government and Social Partner Actions, European Foundation for the Improvement of Living and Working Conditions (2010).

67 How to Close the Gender Pay Gap? Strategies and Good Practices of States and Social Partners in Europe, Institute for the Equality of Women and Men (2010).

increasing involvement in family life and decreasing the focus on work-based performance and achievements. Furthermore, the success of any initiatives to assist women in balancing work and family life will be put in jeopardy if men are not also ready to take up additional family responsibilities.

Evidence also suggests that lack of effective policies to support women combining careers with having children correlates with declining fertility rates⁶⁸, a demographic problem that is impacting much of the OSCE region. Improvements to women's lives (such as higher education, participation in the labour force, increasing income and policies to balance work and family life) provide women with the "human capital" to have children while still remaining engaged in the economic sphere⁶⁹.

While the previous section highlights projects that work with men to expand their roles as participatory fathers, the sample good practices below illustrate that engaging men in efforts to promote better work-family life balance are part of a larger process. This process involves legislative and policy development (on maternal, paternal and parental leave, for example), reformation of workplace practices, increasing options for childcare and other social support and changing attitudes and beliefs about the role of men and women in caring for children and other family members. Men have a crucial role to play in each of these processes, and initiatives from a number of countries illustrate that perhaps the most important role is that of a leader and positive example to employees, colleagues, peers and family members.

The Icelandic Act on Maternity/Paternity and Parental Leave

The Icelandic system of parental leave is considered a model in the region and one that had contributed to positively changing gender roles in the country. In 2000, Iceland significantly amended its Act on Maternity/Paternity and Parental Leave to include the following provisions: leave was extended from six to nine months; parents who were working received 80% of their average salaries while on leave; both mothers and fathers were granted three months leave each with an additional three months that the parents could divide as they wanted (for example, simultaneously, part time or over several periods). The Act created a special Childbirth Leave Fund to cover salaries for the parent/s on leave that is partially financed through an insurance levy paid by employers. Time spent on maternity/paternity leave is considered time in employment for the purposes of calculating holidays, sick leave and unemployment benefits.

The law articulates two specific goals: to ensure that children spend time with both parents; and to enable men and women to balance work and family life. Parliamentary discussions also highlighted the aims of leveling women's and men's status in the labour market and of reducing gender pay gaps.

It is important to note that the amended Act replaced a system under which the right to maternity and paternity leave was dependent on whether the parent worked in the public or private sector, and fathers did not have an independent right to leave (a father's ability to take paid leave was dependent on the mother exercising her rights).

68 Work and Family: The way to care is to share!, International Labour Organization (ILO) bulletin.

69 Shripad Tuljapurkar, Babies make a comeback, Nature, Vol 460|6 August 2009.

It is important to note that the amended Act replaced a system under which the right to maternity and paternity leave was dependent on whether the parent worked in the public or private sector, and fathers did not have an independent right to leave (a father's ability to take paid leave was dependent on the mother exercising her rights).

The Act has been well received by Icelandic society, and around 90% of fathers take advantage of their right to leave and use an average of 97 days (mothers use an average of 180 days). There has been a significant change in time children spend with their fathers, and studies suggest that the parental leave scheme has improved the emotional bonds between fathers and their children. Still, traditional views of the mother's primary role in childcare remain strong in Iceland. Notably, the law did not include social marketing to promote the involvement of fathers. There has not been a dramatic reduction in the gender pay gap, but surveys show that since the passage of the law women's interest in job promotions and management positions at work no longer decrease after the birth of child, as had been found in previous studies. Finally, an increase in women's fertility in Iceland has been attributed to the new legislation.

Sources: The Parental Leave System in Iceland: Seminar reports from Organisation of exchange of good practices on gender equality, European Commission Programme for Employment and Social Solidarity, 22-23 October 2008, Reykjavik.

<http://ec.europa.eu/social/main.jsp?catId=418&langId=en&eventsId=128&furtherEvents=yes>.

Ingólfur V. Gíslason, Parental Leave in Iceland- Bringing the Fathers in: Developments in the Wake of New Legislation in 2000, Centre for Gender Equality/ Ministry of Social Affairs (2007).

http://www.gender.is/D10/_Files/parentalleave.pdf

Journey along Cultures

The Journey along Cultures programme, coordinated by the Dutch Ministry of Social Affairs and Employment from 2002-2004, addressed the fact that women in the Netherlands tend to work full-time until they have children and then move into part-time work or leave employment. Dutch women take on the majority of housekeeping and childcare responsibilities. The aim of the programme was to create employment opportunities for women while focusing on men, with the critical message that if men were more involved in tasks in the home, women would be able to reconcile family and working life.

The Journey along Cultures programme made use of several strategies, for instance:

- A professional media campaign “Who does what?” using television, radio, press conferences, talk shows and a website. Significantly, men were involved in the planning of the campaign, and as a result the messages, which were directed towards a male audience, were humorous and not accusatory.
- A second part of the campaign focused on motivating and inspiring men by addressing some of the barriers and dilemmas encountered when men become more involved in family duties. For example, employers are not always supportive of men taking on extra family responsibilities, and women can express frustration when men perform domestic tasks in a “male” manner. Media spots, therefore, depicted the importance of men spending time with their children as well as the satisfaction they receive. Men were encouraged to discuss equitable division of family tasks with employers, colleagues and friends and to make “role sharing agreements” with partners.

- The project organizers worked with Dutch companies and business schools to address the topic of role sharing and to make more flexible work time arrangements for men and women.
- A component of the project worked through schools to target young people. Students discussed how family tasks could be divided in their future relationships, and the topic of combining work with looking after children and other responsibilities was added to the career guidance process.
- NGOs representing ethnic minority groups, such as a Turkish social and religious movement, also raised the issue of role sharing and male and female roles in the family in their communities.

Sources: Men taking the lead, EQUAL Success Story, European Commission on Employment, Social Affairs and Equal Opportunities, http://ec.europa.eu/employment_social/equal/activities/success_en.cfm, http://ec.europa.eu/employment_social/equal/data/document/etg4-suc-mentaking_en.pdf

Stories of Fathers on Leave

Two complementary resources, developed under the EU-supported Modern Men in Enlarged Europe: Developing Innovative Gender Equality Strategies project, document the experiences of men taking paternity leave in four European countries that represent different social welfare systems and family traditions (Denmark, Iceland, Lithuania, Malta). The multi-year project (2001-2005 with a follow-on phase) aimed to bring about change in gender identities and focused on encouraging men to take on new and modern gender roles. Using the topic of paternity leave, stereotypes were confronted and men who had taken on this role were profiled as positive examples in families, the workplace and for society as a whole.

Men Do It! Stories of Fathers on Parental Leave is a compilation of essays written by men from various countries about their experiences as fathers, the benefits they and their children received from paternity leave and their interactions with work colleagues. The resource is a useful documentation of how diverse men overcame stereotypes that childcare is not “masculine.” The second resource, Fathers on Parental Leave, presents the results of qualitative research into fathers’ and employers’ attitudes and experiences toward parental leave in the same countries. The report compares the different legislative bases for parental leave, presents information on the barriers that should be addressed in developing leave policies and explores how notions of masculinity are closely related to men’s acceptance of parental leave.

Source: Centre for Equality Advancement website, Modern Men in Enlarged Europe: Developing Innovative Gender Equality Strategies project pages:
Part I: <http://www.gap.lt/main.php/id/963/lang/2>
Part II: <http://www.gap.lt/main.php/id/961/lang/2>

3.7 Engaging Men through Health

In order to remedy gender inequalities and health inequities, we must address the role of men. We must transform many aspects of men's behaviour, attitudes and social relations, as well as wider structural forces and relations that create and sustain harmful or oppressive forms of masculinity.

The broad topic of health and well-being is perhaps the most common entry point for engaging men in gender equality initiatives. Early programmes on women's empowerment in the area of reproductive health and rights benefitted from recognition that without also working with male partners, progress would be limited. There are a multitude of examples of projects that work with men on issues of sexual relations, contraception, family planning, pregnancy and childbirth as well as pre-natal and infant care. At the same time, because men are generally interested in issues of their own sexual health, but often have few outlets to gain information, male sexuality has also been an entry point to address sexually transmitted infections and HIV/AIDS as well as healthy and gender-equitable relationships and even the use of violence. As has been depicted in some of the practices highlighted elsewhere in this document, most transformative projects that use health as a starting point address masculinities much more broadly. Because health programming does not fall directly within the OSCE vision of security, this topic will not be explored in detail here. Instead, the following example illustrates how health topics were used to reach a large group of men with gender transformative messages in a highly masculinised setting, the military. Additional resources related to health-based programming, many of which provide case studies of successful approaches from other regions, are provided in the Annex to this publication.

Working with the Armed Forces on Reproductive Health and Rights

In 2002, the UNFPA partnered with the Turkish Armed Forces and the Turkish Ministry of Health to provide a one-day training for soldiers on sexual and reproductive health, the prevention of GBV and gender equality. The setting of the armed forces was chosen for several reasons: because military service is compulsory in Turkey, most of the male population would receive the training as young men; the Turkish school system does not address the topics of sexual and reproductive health or GBV, so the training could be the only chance for this group of men to gain such information. Finally, approximately 31% of Turkey's annual budget supports the armed forces, and so this institution was well positioned to produce training materials and to sustain the programme in the future. In fact, the project did become permanent after a decree from the Turkish Armed Forces made it obligatory. Approximately three million men have been trained through the project.

Because only one day could be allotted to the training, it was necessary to focus on information sharing rather than behavioural change. The materials and curriculum had to be clear, practical and participatory, allowing for considerable interaction between the trainers and soldiers. Strategic decisions were also made about how to introduce the topics of GBV and gender equality, which military leaders at first did not view as a priority.

Many of the trainers reported that they faced resistance from the soldiers on precisely these two issues, but efforts were made to counter stereotypes and bias with factual data. In addition, the trainers encouraged other soldiers to speak up which created an open and comfortable setting for the discussion. The specially designed classrooms, participatory methodology and high-quality informational materials were unique in the military education setting and especially appealing to the soldiers.

Although there was no measure of behavioural change, anecdotal information suggested that after the training, many soldiers kept and referred to the materials they received and asked more questions of the doctors/ field trainers. Several useful lessons learned can also be distilled from this project:

- Introduce the topics of GBV and gender equality strategically, in this case through education about sexual and reproductive health, which greatly interested the soldiers.
- Reach young men in their “critical years.”
- Integrate the training as part of the military hierarchy. The training was mandatory at all levels, which meant that the field trainers had to accept it as part of their responsibilities, and the soldiers were also ready to receive new information about sensitive subjects when they saw that it was supported by their commanders.
- Use of both male and female trainers. Some of the sessions were co-facilitated which offered the soldiers both male and female perspectives on the subjects. In addition, the team methodology modeled a healthy and respectful professional relationship between men and women.

Source: Partnering with Men to End Gender-Based Violence: Practices That Work from Eastern Europe and Central Asia, UNFPA (2009).
<http://eeca.unfpa.org/public/pid/4261>

Efforts to address the HIV epidemic are of particular relevance to the OSCE mandate due to the specific nature of the problem in the region. The epidemic is a grave concern for the countries of Eastern Europe and Central Asia where the number of people living with HIV has almost tripled since 2000 (to an estimated 1.4 million persons)⁷⁰. In this sub-region, the epidemic continues to be concentrated among injecting drug users (mainly male) who in turn infect sexual partners (mainly female). Other vulnerable populations include sex workers, men who have sex with men, prisoners and migrants. The links between the spread of HIV, drug use and drug trafficking and migration implicate issues of both internal and cross-border security that go beyond the health sphere. Indeed, the OSCE has noted that the HIV/AIDS epidemic in Europe and Central Asia represents an impediment to economic stability. The Organization recognized that “a focus on the role of men and boys in combating HIV/AIDS and in the promotion of gender equality will benefit everyone and society as a whole⁷¹.” Several OSCE field offices support educational activities on HIV/AIDS prevention.

Programmes that address the spread of HIV/AIDS were among the first to underscore the weaknesses that are inherent in “women only” approaches to addressing gender norms. Such programmes demonstrated the ineffectiveness of focusing on empowering women and girls to negotiate safer sex “in societies where it is the men who decide when and with

70 UNAIDS Fact Sheets: Eastern Europe and Central Asia, 2010.

71 Dublin Declaration on Partnership to fight HIV/AIDS in Europe and Central Asia, 02 March 2004.

whom to have sex, and whether or not to use a condom⁷².” A characteristic of hegemonic masculinity is the notion that men are entitled to sex, which further implicates the issues of gender-based violence, including sexual coercion, and even the use of sexual violence as a tactic of war.

While the transmission patterns of HIV may differ from region to region, the underlying masculinities that place men and women at risk for infection are much the same. Men’s vulnerability to HIV infection “comes from the pressure to conform to norms that equate manhood with dominance over women, sexual conquest and risk-taking and with a fear of vulnerability that inhibits men from seeking care⁷³.” Gender-based inequalities mean that women are often unable to negotiate safe sex or avoid violence. Although the participating States that are experiencing the most rapid growth in new cases of HIV infection have devoted considerable resources to the problem, most programming has centered on informational campaigns, education and behavioural change. Minimal attention has been given to the underlying gender norms that drive the epidemic, and links between health programming and efforts to address GBV are often missing. There is no reason, however, why good practices from elsewhere in the world to engage men in efforts to reform unhealthy masculinities could not be replicated in the OSCE region. The following practice shows how HIV awareness can be an entry point to reconsider male gender norms, without needing a particularly strong focus on health-based information.

Transforming Toxic Masculinities

Sustainability, Hope, Action, Prevention, Education (SHAPE) Zimbabwe Trust is an NGO that works with university students on HIV prevention. SHAPE operates in four State universities in Zimbabwe, reaching about 1,000 students, and runs a specific Gender, Masculinities and HIV project. SHAPE approaches the HIV epidemic as a problem that requires transforming inequitable gender relations, and in addition to projects that aim to empower women; SHAPE targets men and the negative behaviours (“toxic masculinities”) that are associated with the spread of HIV, violence and lack of respect for women.

The Gender, Masculinities and HIV project is conducted through workshops, the goal of which is not to disseminate information but to “alter deeply entrenched beliefs and behaviours and [help] participants to personalize gender issues.” The masculinities workshops target behaviours typical of male university students, such as rudeness and obscenity, having multiple sexual partners, excessive consumption of alcohol and aggression with women. During workshop sessions, the young men take part in interactive exercises designed to help them see that the types of “toxic masculinities” described above put them at risk for HIV infection and that such behaviours stem from socially-constructed gender roles and pressure to conform. The workshops are entry points for young men to be introspective and challenge cultural, patriarchal and social assumptions about masculinity and gender roles. Through the programme, young men themselves define “non-toxic” attributes of “real men,” such as the ability to withstand peer pressure; to be rational and not emotional; to control one’s temper; to be responsible; to use the power of reason and not physical power; to be considerate; to practice abstinence

72 Men are Changing: Case study evidence on work with men and boys to promote gender equality and positive masculinities, The International Planned Parenthood Federation (IPPF) (2010).

73 Men, Sex and HIV: Directions for Politicising Masculinities, Issue 04, IDS In Focus, Institute of Development Studies (2008).

or use condoms; and to be gender sensitive. It is important that the participants gain a sense of alternative masculinities and healthy and appropriate behaviour. The workshops take place over two days, usually weekends, for small groups of male students (generally from 20-25 attendees). SHAPE explains that the success of the sessions is highly dependent on the character and skills of the trainers, who must exhibit at least these essential qualities: they must be male; they must be skilled facilitators and able to make use of participatory approaches (as opposed to lecturing about “incorrect” behaviour); and they must be gender activists who are committed to gender equality and women’s empowerment.

Source:

Transforming toxic behaviour, Preventing HIV by improving gender relations at a Zimbabwean university, Oxfam International (2007)
http://www.oxfamireland.org/pdfs/longterm/hiv_mainstreaming_zimbabwe.pdf

3.8 Security and Conflict

*The promotion of less aggressive, alternative models to the prevalent form of militarized masculinity would contribute to increased social welfare, more economic prosperity, and less violence*⁷⁴.

Men are implicated in areas of peace and conflict in opposing ways. First, men dominate formal security institutions (those concerned with ensuring public order and combating crime, defending territory, policing national borders, peacekeeping and responding to emergencies) both in number and in terms of the culture. The security sector is perhaps the most masculinised and a sector that is closely identified with such masculine norms as strength, bravery, aggression, risk-taking, confrontation and heterosexuality. At the same time, an essential mandate of security institutions is protection, and as military forces are increasingly used for peacekeeping operations a shift in these dominant masculinities is needed. Second, it is men who perpetrate the vast majority of violent acts directed at other men and boys and at women and girls. These facts should not be taken to suggest that most men are violent. Instead, the opposite is true, and it is a minority of men who commit violence. However, men’s violence as a social problem stands in the way of security and peace for men, women and children. Violence is a global problem that exacts huge costs from individuals and society and which impedes economic development and progress generally.

This section explores the various facets of how masculinities interact with issues of security and conflict, focusing on three interrelated topics: the need for greater gender mainstreaming in a range of peace and security efforts, which includes understanding how masculinities can impede these processes if not addressed; transforming the masculine culture that prevails in security institutions by engaging directly with men in uniform; and finally by engaging men and boys as activists against gender-based violence. There also are critical links between masculinities, armed conflict and the presence of GBV that implicate each of the topics described.

74 Report on Involving Men in the Implementation of UN Security Council Resolution 1325 on Women, Peace and Security, Gender Action for Peace and Security (GAPS UK) (2007).

3.8.1 Gender mainstreaming in peace processes and conflict resolution

UN Security Council Resolution 1325 on Women, Peace and Security (2000) (UNSCR 1325) directly addresses the impact of war on women and girls and the need for women to contribute to conflict resolution. UNSCR 1325 calls for a gender perspective to be applied in repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction and also urges parties to armed conflict to take particular measures to protect women and girls from GBV, including rape and other forms of sexual abuse. As highlighted in UNSCR 1325, the lack of representation and involvement of women in prevention and resolution of conflicts and in peace and security efforts means that the concerns of women and girls are often missing from these processes which then jeopardizes their effectiveness. It should not be overlooked, however, that the resolution recognizes the need to mainstream a “gender perspective” in peace initiatives, implicating the active participation of men. As is the case with gender mainstreaming within structures of governance, men are critical stakeholders in the security sector and as such they must take proactive roles in developing and implementing National Action Plans on UNSCR 1325⁷⁵. There is a specific need for “more accountability with regards to policies and strategies for [UNSCR 1325]. More organizations should create ‘Gender Champions,’ ideally men in leadership positions. Ultimately, senior management needs to be held responsible, and staff must be sensitized⁷⁶.”

The OSCE Ministerial Decision No. 14/05 (2005) on Women in Conflict Prevention, Crisis Management and Post-Conflict Rehabilitation calls on OSCE structures and participating States to integrate the goals of UNSCR 1325 into the implementation of the OSCE Action Plan for the Promotion of Gender Equality. To date, 16 participating States have developed National Action Plans for the implementation of UNSCR 1325. Other governments have included the security sector within national gender mainstreaming initiatives. The Defence Minister of Romania, for example, issued an order for the implementation of a National Action Plan on Gender Mainstreaming in the Activities of the Ministry of National Defence (to include gender issues in military education and during pre-deployment training⁷⁷). Much like the situation concerning other types of action plans and strategies, most States have focused on increasing the presence of women in security institutions and improving gender sensitivity, especially among male staff, but the assumption that gender refers only to women must be challenged. A gender mainstreaming approach requires that attention also be given to the differential impacts of violence and conflict on both women and men. It also requires consideration of the role that dominant masculinities play in prolonging conflict and in hindering peace processes.

One of the features of hegemonic masculinity is the pressure that men face to meet expectations about manhood. But for many men, particularly those in low-income, conflict or transitional and destabilized settings, “there is a disconnection between expectations and ability to live up to the normative model of masculinity into which they have been socialized,” and this situation can lead men to destructive behaviour⁷⁸. Men who feel powerless may seek alternative ways to assert their masculinity, for example “resorting to illicit

75 Currently, following OSCE countries have developed National Action Plans: Austria, Belgium, Bosnia and Herzegovina, Canada, Denmark, Estonia, Finland, France, Iceland, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland and the United Kingdom.

76 Report on Involving Men in the Implementation of UN Security Council Resolution 1325 on Women, Peace and Security, Gender Action for Peace and Security (GAPS UK) (2007).

77 Romania: Review and Appraisal in the Commission on the Status of Women in 2009 (2008).

78 Ian Bannon and Maria Correia, eds., *The Other Half of Gender: Men's Issues in Development*.

and criminal behaviour to earn income and status or taking out their frustration and anger through the use of violence, alcohol and substance abuse, and suicide. Taking out their frustrations through the oppression of less powerful individuals, such as women and youth, is also a common reaction. At its extreme, men's thwarted masculinity, frustration, and anger can leave them vulnerable to engagement in conflict and war⁷⁹." Men who feel marginalized, humiliated and unable to act can be pressured into joining armed groups, gangs and even, it has recently been suggested, terrorist movements⁸⁰. For these reasons, projects that attempt both to provide men with alternative and safe outlets for self-realization, alongside initiatives that transform notions of masculinity that are tied up with aggressive proof of manhood, are crucial.

Considerable effort has been devoted to describing the relationships between masculinities and disarmament, demobilization and reintegration (DDR), but such research generally has not informed policy or practice in the region. The predominant approach to DDR is gender blindness. "Disarmament measures, along with the demobilization and reintegration of former combatants, are often dealt with as technical 'numbers game'" with little or no reference to gender analysis⁸¹. Management and security of small arms and light weapons (SALW) under post-conflict rehabilitation, likewise, is rarely informed by analysis of masculinities and inclusion of women, and this lack of attention ultimately jeopardizes the effectiveness of such operations. If performed in a total gender-blind modus, weapons buy-back, surrender, confiscation or destruction programmes, for example, have little chances to succeed and little effect on transforming the masculine norms that support the carrying of small arms and the pervasive "gun culture" that exists in many participating States. In countries that have experienced armed conflict, men are often encouraged to take up arms as part of the normal male role and, in turn, weaponry becomes linked to notions of power and dominance. Even in non-conflict settings, the carrying of weapons is a sign of maleness for many men. Gun possession can also be seen as "part of a rite of passage from boyhood into manhood" in countries characterized by violence⁸². A survey of knowledge and attitudes in Montenegro, for example, found that for young men aged 15-18, the use of arms "means a confirmation of virility. Opinion is that the use of arms increases their masculinity⁸³."

Armed men and the presence of SALW in the home are also closely correlated with a high risk for violence against women, yet issues of gender-based violence are rarely raised in the context of SALW management or arms control. The above-mentioned study in Montenegro included a survey of 1,500 women who had contacted the NGO Safe House for Women, and found that 90% of these women had been threatened by their partners with arms (generally, handguns⁸⁴). Guns brought home by off-duty soldiers, police or security guards are also used in domestic violence incidents⁸⁵.

Sustainable disarmament requires a "reduction in the number and strict control of weapons . . . coupled with a 'demobilization' of the militarized, violent concepts of masculinity that would see a weapons collection process as 'emasculating'". One needs to work with the

79 Ibid.

80 Ibid.

81 Henri Myrtilinen, Disarming Masculinities, Disarmament Forum: Women, Men, Peace and Security, United Nations Institute for Disarmament Research, No. 4 (2003).

82 "Women, Men and Gun Violence: Options for Action," Missing Pieces: Directions for Reducing Gun Violence Through the UN Process on Small Arms Control, Centre for Humanitarian Dialogue (2005).

83 Small Arms and Gender-Based Violence in Montenegro, UNDP Montenegro (2007).

84 Ibid.

85 Rebecca Gerome, Limit Arms Exports to Reduce Violence Against Women, Atlantic-Community.org, 14 April 2011, available at http://www.atlantic-community.org/index/articles/view/Limit_Arms_Exports_to_Reduce_Violence_Against_Women.

alternative unarmed, non-violent concepts of masculinity and femininity already existing in the society in question, further developing and opening possibilities for these and empowering them, thus laying the groundwork for a sustainable peace⁸⁶.” Men must be engaged in the process of replacing masculinities that are reliant on weapons, power and violence with positive male models as peacekeepers or negotiators, for example.

As mentioned above, the transition of the modern military into a peacekeeping role requires new thinking about whether the traditional masculine culture is appropriate for these tasks. The British armed forces provides as interesting case study of how the changing nature of military operations has resulted in a change in military masculinities. Although there was no explicit task to address masculinities, the British armed forces revised their military doctrine in 2004 to respond to increasing numbers of military personnel engaged in “peace support operations.” Arguably this process resulted in the development of a “new” masculine culture relevant to this context. This “new masculinity” emphasizes “authority, sensitivity, the ability to control the use of force and the ability to negotiate and mediate” as well as communication skills⁸⁷. The British example demonstrates that even in highly masculinised settings, gender transformation is possible and traditional masculinities can give way to more constructive behaviours, when leadership is engaged in making such changes.

Genderforce

The *Genderforce* Development Partnership was a Swedish initiative to realize the commitments of UNSCR 1325 and to establish gender equality in Sweden’s international relief operations and peacekeeping missions (2006-2007). The *Genderforce* partnership brought together predominantly male and predominantly female domains. The Swedish Armed Forces, the Swedish Police, the Swedish Rescue Services Agency and the Association of Military Officers in Sweden (a trade union) worked jointly with the Kvinna till Kvinna Foundation (a women’s NGO with expertise in issues of women during war and in conflict areas) and Lottorna, the Swedish Women’s Voluntary Defence Organisation (the largest auxiliary defence organization in Sweden that is open to women only).

The primary commitments undertaken by the *Genderforce* partnership were gender balancing—to increase the number of women at all levels of hierarchy in the army, police and rescue services—and gender mainstreaming, meaning consideration of the different interests, needs and realities of women and men when it comes to planning, preparing, implementing and monitoring the various activities that may be part of an international mission.

The *Genderforce* Development Partnership employed a number of interlinked strategies:

- Recruitment- analyzing recruitment processes in the partner organizations with a gender perspective, locating alternative recruitment arenas and using de-identified applications.
- Policy development- conducting gender analysis of primary policy documents within the partner organizations and identification of areas for improvement. The project also advocates that the government abandon a gender blind approach but instead requires clear directives on gender equality and the participation of women.

86 Henri Myrntinen, *Disarming Masculinities*.

87 Claire Duncanson, *Forces for Good: Changing Masculinities in the UK Armed Forces, New Voices, New Perspectives*, UN-INSTRAW (2004).

- Gender Field Advisors- a pool of experts is recruited from the partner organizations and undergoes special training in such topics as UNSCR 1325, gender equality and women’s human rights. These advisors ensure that a gender dimension is integrated into the preparation, implementation and monitoring of international missions.
- Gender coaching- 12 senior managers within the security organizations were handpicked to receive a year of coaching from individuals with backgrounds in gender equality. Top managers were targeted for this programme, since they have the power and ability to influence structures and behaviour within their organizations. Coaching was also considered an effective method since in-depth training programmes can be time-consuming. Half of the gender coaches were men and half women; the participants were able to choose a male or female coach.
- Training- to integrate information about gender issues and UNSCR 1325 into the regular training programme of the security organizations
- Empowerment- the practice of empowering local women in conflict-affected areas is integrated into the obligatory portion of pre-deployment training.

Sources: From Words to Action: Genderforce/Sweden, http://www.genderforce.se/dokument/From_words_to_action.pdf,
 Conquering a New Field, EQUAL Practical Examples, European Commission on Employment, Social Affairs and Equal Opportunities,
http://ec.europa.eu/employment_social/equal/practical-examples/opport-06-se-genderforce_en.cfm,
 Genderforce website: <http://www.genderforce.se/>

Increasingly, the role of civilian men in peace movements is also being recognized, especially as advocates alongside female peace activists. The programme described below is an example of this aspect of gender mainstreaming in peace processes: the explicit consideration of gender relations in peacebuilding and the engagement of civilian men.

Overcoming Violence: Exploring Masculinities, Violence and Peacebuilding

Overcoming Violence: Exploring Masculinities, Violence and Peacebuilding is a Training of Trainers (ToT) cycle directed toward engaging men as peace activists in gender-sensitive peacebuilding and fighting gender-based violence and inequality. The Netherlands-based Women Peacemakers Programme (WPP) of the International Fellowship of Reconciliation (IFOR) developed the ToT in response to requests from women peacebuilders who asked for assistance to address the lack of male support for their local peace work and within their own organizations and networks. Goals for the ToT were to build the capacity of male allies and to develop a group of gender-sensitive male trainers to serve as role models for other men.

The Overcoming Violence ToT benefits from the WPP experience working with female activists since 2002 and builds upon lessons learned in how to structure the training. The curriculum for the Overcoming Violence ToT, however, places greater emphasis on gender and masculinities (a topic which the WPP also includes in its training with female activists), exercises on what it means to be a “real man,”

exploration of the socialization process and positive aspects of masculinities. Both before and during the training, efforts were made to ensure that women's perspectives and experiences were also included. For example, the trainees were asked to engage with women in their communities prior to the training to learn about their situation and explore ways they could co-operate. During the training, issues of feminism were discussed and participants met with female activists. The training is divided into two blocks, and trainees return home in between to develop and implement a follow-up plan. For the Overcoming Violence ToT, the male participations were linked with female activists from their country or region who provided support during this process.

Monitoring and evaluation was built into the ToT, and during the training, participants were able to provide their impressions and reflect on the training, for example through a blog. As a participant from Liberia noted, "For years, being a man for me meant to exercise power over women in every way; if I didn't do that, I was considered to be a 'weakling'. . . It is a long journey from transforming from conforming to this negative masculinity into expressing more positive forms of masculinity."

The ToT was piloted with 19 men from 17 countries in Africa, Asia, Europe, the Americas, the Middle East and the Pacific. The first block was held in late 2009 and the second in July 2010. The development process, curriculum and results of the first block are well documented in a report produced by the WPP, and concrete recommendations to women's organizations are also provided for engaging men in women's empowerment work.

Sources: Overcoming Violence: Exploring Masculinities, Violence and Peacebuilding, Pilot Training of Trainers Cycle 2009–2010, Final Report of the First Training Block (2009), Women Peacemakers Program, International Fellowship of Reconciliation, <http://www.ifor.org/WPP/>.
ToT blog: <http://womenpeacemakers.blogspot.com/>.

3.8.2 Working with men in uniform

Gender mainstreaming in the security sector and the implementation of UNSCR 1325 have generally been translated as efforts to increase the numbers of women in male-dominated institutions, as soldiers, peacekeepers, border guards or police officers, for example. This process alone has not resulted in significant change in the dominant masculine culture. In other words, women are not "feminizing" the security sector. Looking specifically at the armed forces, it is clear that "the resultant culture is masculine, not just because of the numbers of men, but because of the masculine ideas and practices which dominate in military culture⁸⁸." Another approach to reforming the security sector involves directly targeting men in security institutions to engage them in transforming the culture themselves. UNSCR 1325 makes clear that women's voices are missing from male-dominated conflict resolution and peace processes, and so working with men in uniform to change how they conceive of security will also improve the effectiveness of such operations. "Changes in the security sector will have important implications for both international peace and security and gender relations⁸⁹." The work of the OSCE Centre in Bishkek is one example of such an approach. The Centre has supported training programmes for the national Border Guard service and for military conscripts in Kyrgyzstan.

⁸⁸ Ibid.

⁸⁹ Ibid.

The trainings helped to integrate a gender perspective in early warning and conflict prevention strategies and sensitized male participants to issues affecting women that were relevant to their professional responsibilities, such as bride kidnapping and cross-border grazing practices⁹⁰. The programmes also introduced concepts of gender-based discrimination and gender stereotypes and contested traditional notions of masculinity.

Another reason to work with men in uniform is the significant influence that military training has on young men's development, especially in countries in which military service is mandatory. Military training "is often explicit in its use of gender to motivate and discipline⁹¹," for example through repeated messages to recruits to be "real men," to be tough, physically strong and brave. For these reasons, working with men inside security institutions to become more gender aware can help to create an environment in which women can participate on equal terms.

Men in uniform, as well of course as the women who serve alongside them, are also in the position to respond to GBV when they are given the skills to recognize signs of violence and prevent escalation. There are several examples of how capacity building has been used effectively with peacekeeping and security forces to address GBV, within the framework of gender mainstreaming⁹². Finally, not an insignificant number of perpetrators of GBV are uniformed men, for instance members of law enforcement, the military or peacekeeping forces. Various interventions, such as in-service training or codes of conducts, have been designed to reach precisely these groups⁹³.

The practices below are two examples of methodologies that directly engage men in uniform with the aim of creating more gender-equitable institutions.

Rabta Police Training Programme

The NGO Rozan, based in Pakistan, launched the Rabta Police Training Programme in 1999. Rozan's main mission is the protection of women and children from violence, so other projects include direct services and advocacy. Pakistan is a patriarchal culture and the police force mirrors many of these attitudes, in the use of violence and denigrating those who report violence. Additionally, the police system exhibits corruption, and police staff is generally overworked, underpaid and undertrained. Rozan approaches men as essential partners in combating VAW and identified the police, especially community police, as key targets who can play vital role in bringing about change in society.

Rozan developed the Rabta Police Training Programme to address issues identified by the police force itself and to foster attitudinal and behaviour change. Police leadership were primarily concerned with violence and poor interpersonal skills in the force, and so Rozan's training approach begins from a perspective that police work is a high-stress job, and police men and women are often alienated from the community in which they work. The Rabta Police Training Programme aims to develop attitudes and encourage

90 The Secretary General's Annual Evaluation Report on the Implementation of the 2004 OSCE Action Plan for the Promotion of Gender Equality, OSCE (2010). Additional information provided by the OSCE Centre in Bishkek.

91 Claire Duncanson, *Forces for Good: Changing Masculinities in the UK Armed Forces*.

92 *Bringing Security Home: Combating Violence Against Women in the OSCE Region - A Compilation of Good Practices*, Gender Section, OSCE Secretariat (2009).

93 Ibid.

healthy behaviour in order to enhance the personal and professional lives of the police, and by extension, the community. The 16-month training programme, therefore, uses a process that involves: creating an understanding of self; enhancing skills for healthy personality development; and increasing knowledge and sensitivity to key social issues, including GBV and gender inequalities. It should be noted that training modules have been developed for three levels of the police force: (1) Constables to Head Constables; (2) Assistant Sub Inspectors, Sub Inspectors, and Inspectors and (3) Assistant Superintendents of Police Under Training, but that the course is not limited to male police officers. It does, however, aim to change some of the underlying masculinities in the police structure.

For instance, some of the topics addressed under the self-growth block include identity, power, assertive behaviour and personal attitudes and prejudices. Topics under the life skills section include how to effectively communicate from a position of strength, how to negotiate situations of power and control without resorting to violence, stress management and anger management. Under the social awareness and knowledge section, participants learn about human rights, gender justice, the social construct of gender and stereotypes and are socialized to such issues as GBV. Rozen designed the course so that two-thirds of the sessions are devoted to self-realization and growth, and the trainers work carefully to build trust among the participants, especially as they are discussing topics that are traditionally not spoken about. During such sessions, police frequently become “open and honest about their feelings of powerlessness within society – their inability to change the system, or to make a difference.” After the first six months of training, an evaluation was conducted of how police dealt with cases of violence and managed their own stress and anger. The results suggested that from 8%– 47% of training participants had a significant increase in sensitivity to and awareness of VAW issues.

In a second phase of the project, Rozen worked to institutionalize the Rabta Police Training Programme, first signing a Memorandum of Understanding with National Police Academy for courses conducted from 2004-2007. In 2006, the National Police Training Management Board of Pakistan formally approved the Attitudinal Change course for police training colleges.

Since its creation, the Rabta Police Training Programme has trained over 1,600 policemen and policewomen and has extended to police forces in other provinces of Pakistan and at the federal level.

Sources: Rozan website on the Rabta Police Training Programme: <http://rozan.org/content/section/8/44/>
Case Study 7, Working with Men to End Gender-Based Violence, Interfund, Johannesburg
<http://www.sarpn.org.za/documents/d0001222/>
http://www.sarpn.org.za/documents/d0001222/Gender-based_violence_case-study7.pdf

Gender and Security Sector Reform

In 2008, the Geneva Centre for the Democratic Control of Armed Forces (DCAF), working in cooperation with the OSCE/ODIHR and UN-INSTRAW produced a 12-part Toolkit with detailed guidance on how to integrate gender in security sector reform. The Toolkit is aimed at practitioners and policy makers and contains Tools and Practice Notes that cover such topics as Police Reform and Gender; Defence Reform and Gender; Justice Reform and Gender; Border Management and Gender; Private Military and Security Companies and Gender; and Gender Training for Security Sector Personnel. The issue of GBV is addressed as one facet of taking a gender-sensitive approach and is addressed in several relevant places. Each Tool and corresponding Practice Note provide a brief rationale for the need to address gender in the specific context, the benefits for integrating gender, practical actions on how to go about this in specific scenarios and key recommendations.

In order to provide further support for gender sensitive reform, a web-based Gender and Security Sector Reform Training Resource Package was created. The training resources are to be used by trainers and educators alongside the Toolkit. Each training module includes interactive exercises and topics for discussion so that the materials can in whole or in part be included in security sector reform training. Most of the training exercises include ice-breakers and other methods to elicit discussion about gender stereotypes, prejudices, socialization and dealing with resistance to gender issues. A number of real-world case studies are provided that offer concrete examples of what taking a gender-sensitive approach means.

Sources: Toolkit on Gender and Security Sector Reform: <http://www.dcaf.ch/Publications/Series/Detail?lng=en&id=47344>.
Gender and Security Sector Reform Training Resource website: <http://www.gsrtraining.ch/>.

3.8.3 Addressing gender-based violence

Gender-based violence remains one of the most serious threats not only to stability but also to gender equality in the OSCE region. Much violence is, in fact, “gender based,” which refers to harm that is perpetrated against a person (female or male) as a result of power inequalities that are themselves reinforced by gender roles. Gender-based violence is perpetrated “in the name of gender and the gender order and because its targets are selected because of their gender⁹⁴.” Gender-based violence is predominantly men’s violence against women and children but it can also be directed against other men. One of the most prevalent forms of GBV is domestic violence against women and children. GBV also occurs outside the home in the case of rape, sexual assault, sexual harassment or stalking. As noted, men commit violent acts against other men, which can include brawls, gang fights, male rape and sexual violence as well as anti-gay harassment. Bullying and attacks provoked by homophobia have a clear gender dimension and are linked to perceived threats to the dominant male identity. Thus men are implicated as both victims and perpetrators of violence. Women are the primary victims of GBV because of entrenched gender-based inequalities that put them in vulnerable and disempowered positions.

An important step in approaching anti-violence work through a gender lens is examining

94 Ending gender-based violence: A call for global action to involve men (summary of research), Swedish International Development Cooperation Agency (Sida) (2004).

male violence and aggression. Much study on the topic has led to the conclusion that the causes of GBV are social—not based on male biology, but influenced by gender identity, gender settings and gender relations⁹⁵. Masculinities about asserting dominance or control and displaying power explain how some men use violence to “establish, enforce or perpetuate gender inequalities in social structures . . . [M]en, as members of the dominant group, use violence to sustain their position vis-à-vis women and children, and . . . men may also use violence to assert their marginalised masculinities against other men⁹⁶.” Challenges to men’s status or dignity are often met with aggression, and the phenomenon of “gender policing” means that men may feel pressured to use force to maintain domination and validate their sense of masculine entitlement.

Men’s violence toward each other is often rationalized as “natural,⁹⁷” but in fact it is the process of socialization that leads some boys and men to develop a view of being male that includes violent behaviour. By accepting that aggression is an aspect of masculine identity, even non-violent men perpetuate this norm. In contrast, men who are willing to examine masculinities and traditional gender roles, with a view towards transforming relations of power and inequality between women and men, as well as among men, are crucial to efforts to end GBV.

Unlike the issues addressed earlier in this publication, such as fatherhood or employment, the topic of gender-based violence may not immediately resonate with many men. For one thing, most men are not violent and understandably, they may not view themselves as part of the problem. An overview of men’s engagement with anti-GBV efforts reveals some important opportunities as well as significant risks that should not be overlooked⁹⁸. First, some of the positive factors that facilitate men’s greater engagement: most men do not tolerate violence against women (VAW) and say that they would intervene to prevent it occurring. Men can be prompted to greater action through sensitization about the problem, a personal connection with and caring for particular women in their lives and through a more general commitment to justice, equality and human rights. Experience has shown that men can be engaged in addressing GBV, especially when they understand the repercussions of remaining silent. There is evidence that well-designed interventions with men can lead to attitudinal and behavioural changes. However, several issues prevent men from taking steps to reduce or combat VAW. For example, sexism and norms supportive of violence continue to exist in many contexts. Even though they believe they can help, men often find it difficult to speak about GBV. A particularly significant barrier is the fact that men tend to overestimate other men’s comfort with violence. “Men may fear others’ reactions to attempts at intervention, have negative views of violence prevention itself, lack knowledge of or skills in intervention, or lack opportunities or invitations to play a role⁹⁹.”

Non-violent men are critical role models, champions and activists who can bring public attention to the problem and also create social change around the acceptance of such violence as a “normal” part of family and interpersonal relations or working life. The most promising initiatives are those that simultaneously call into question masculinities that foster violence while also aiming to create a new culture of respect and equality. When they condemn such behaviour, men can exert a unique form of social pressure over other men

95 Ibid.

96 Man Made: Men, masculinities and equality in public policy, The Coalition on Men and Boys (2009).

97 Ending gender-based violence: A call for global action to involve men (summary of research), Swedish International Development Cooperation Agency (Sida) (2004).

98 Michael Flood, Where Men Stand: Men’s roles in ending violence against women, White Ribbon Foundation Report (2010).

99 Ibid.

to resolve problems without resorting to violence. Men are also in a position to reach other men in “male spaces,” such as sporting events, to raise awareness and prevent violence. The first set of practices below illustrates varied but effective efforts in which men are engaged as partners to take a stand against GBV, specifically violence against women. Following, examples are provided of projects that target boys and male adolescents particularly. Lastly, projects that engage men who use violence are described.

Bringing Security Home

Bringing Security Home: Combating Violence Against Women in the OSCE Region - A Compilation of Good Practices is a resource created by the OSCE Secretariat Gender Section (2009) that compiles good practices to address the prevention of VAW, the protection of victims and prosecution of perpetrators. The compilation documents initiatives from across the OSCE region to respond to the most prevalent forms of gender-based violence within the “three P’s” framework while recognizing the interconnections between ensuring gender equality, eliminating violence against women and achieving real and sustainable security for all citizens. Bringing Security Home explicitly highlights the role that men and boys can play in combating VAW and implicitly demonstrates that the engagement of a wide cross-section of men (for example, policy makers, police officers, judges, peacekeepers, media representatives) is required for efforts to be effective and sustainable.

Source:

Bringing Security Home: Combating Violence Against Women in the OSCE Region - A Compilation of Good Practices, Gender Section, OSCE Secretariat (2009)
<http://www.osce.org/gender/37438>

The White Ribbon Campaign

The White Ribbon Campaign (WRC) originated in 1991 in Canada as men’s response to violence against women. A central premise of the White Ribbon Campaign is that men are not inherently violent but that they have roles and responsibilities in ending gender-based violence. The major goal of the campaign is to educate men and boys by using a white ribbon as a symbol of opposition to men’s oppression of women. The campaign urges men and boys to pledge never to commit, condone or remain silent about violence against women and girls.

The WRC in Canada runs its campaign annually from November 25 (the International Day for the Eradication of Violence Against Women) to December 6 (Canada’s National Day of Remembrance and Action on Violence Against Women). Campaigners in other countries often use the 16 Days of Activism against Gender Violence as a platform, and many carry out campaigns at other times of the year.

The WRC as a whole is a decentralized programme. Different organizations and individuals from around the world can start a campaign that suits the local community conditions and takes into consideration the best way to reach men and boys, while working in line with the goals and philosophy of the WRC.

Today, the White Ribbon Campaign is the largest effort by men working to end VAW in the world. Campaigners in at least 60 countries, including many OSCE participating States, regularly take part in anti-VAW activities. The flexibility of the White Ribbon Campaign means that organizations can devise messages that appeal to and resonate with men in a specific national or cultural context. The WRC blogs (accessible from <http://ourfuturehasnoviolenceagainstwomen.blogspot.com/>) and Facebook page also allow for communication among local groups and the sharing of positive strategies and approaches.

Relatively new regional White Ribbon Campaigns efforts have been launched in Belarus (under a UNFPA-organized informational campaign against domestic violence) as well as Armenia, Azerbaijan and Georgia (through the UNFPA-led Combating Gender-Based Violence in the South Caucasus project). Within the South Caucasus project, a ToT on “Male Involvement in Advancing Gender Equality and Ending Violence against Women” was held in 2010. The training, led by a founder of the White Ribbon Campaign/ Canada, brought together 30 men from Armenia, Azerbaijan and Georgia, from governmental institutions, NGOs, media and academia, all leaders in their fields and considered gender sensitive and well-placed to transfer their knowledge and skills to different target groups. During the training participants analysed their personal perceptions about gender-based violence and gender issues more broadly and developed National Action Plans on Male Involvement in Combating GBV for the three countries. The OSCE Mission to Moldova has also focused on engaging men in the most recent 16 Days Campaign, with the plan to support future White Ribbon activities. So far, a diverse group of men has joined the effort, including legal professionals, NGO representatives, journalists, government officials and actors.

Sources: White Ribbon Campaign/ Canada webpage: <http://www.whiteribbon.ca/>.

Bringing Security Home: Combating Violence Against Women in the OSCE Region - A Compilation of Good Practices, Gender Section, OSCE Secretariat (2009). Combating Gender-Based Violence in the South Caucasus, Regional Newsletter, Edition 2, available through the project website: <http://www.genderbasedviolence.net/>.

Zero Tolerance and Red Card Campaigns

Spain has shown a strong commitment to the promotion of gender equality, for example through the adoption of comprehensive legislation in 2004 that addresses inequalities in the public and private sphere. Significant attention has also been directed towards addressing GBV with a special focus on messages that use men as role models to engage other men in reflection and to confront social norms about how masculinity is tied to aggression and violence.

In 2008, the Spanish Ministry of Equality supported an extensive media campaign on Zero Tolerance for GBV focused on engaging men in fighting against violence and communicating with male perpetrators or potential perpetrators. Television, radio and newspaper spots, dedicated internet space (Facebook and YouTube) as well as signs in public spaces contained the message “When you mistreat a woman, you are no longer a man,” with the tag line “In the face of an abusive man, zero tolerance.” Importantly, men, including well-known sports figures, delivered such messages.

A 2010 campaign repeats the theme that violence and abuse will not be tolerated by creating a social movement to “Give the red card” to perpetrators. Using a metaphor for a football penalty, the campaign also appeals to a male audience. Citizens are encouraged to join the Red Card movement and a dedicated website (www.sacatarjetaoja.es) allows users to download a card and upload photographs of themselves demonstrating their stand against GBV. Within the Red Card campaign, men deliver messages to other men, discussing the use of violence, its justifications and perceptions about power. A tag line is used repeatedly, “You think that’s being a man? I don’t think so.” Campaign ambassadors include both male and female public figures, and several organizations have collectively committed to show the Red Card, for example sports teams, trade unions, universities, as well as politicians.

Sources: Government of Spain, Ministry of Equality website:

http://213.27.203.194/ss/Satellite?c=Page&cid=1193047246250&language=en_GB&pagename=MinisterioIgualdad%2FFPage%2FMIGU_home

Media campaigns:

http://213.27.203.194/ss/Satellite?c=Page&cid=1193049893088&language=en_GB&pagename=MinisterioIgualdad%2FFPage%2FMIGU_contenidoFinal (in Spanish)

Zero tolerance:

<http://www.youtube.com/user/vidEOSigualdad>

Red Card:

<http://www.youtube.com/sacatarjetaoja>

One Man Can

The One Man Can campaign is a project launched by the Sonke Gender Justice Network in 2006. Sonke is a South African NGO that works in a number of African countries. The mission of the organization is to strengthen the capacity of the government, civil society and individual men and boys to promote gender equality, prevent domestic and sexual violence and reduce the spread and impact of HIV/AIDS. The One Man Can campaign is the organization's flagship project that supports men and boys to take action to end VAW and to "promote healthy, equitable relationships that men and women can enjoy - passionately, respectfully and fully."

The campaign is based on the organization's research which indicated that men are deeply concerned about high rates of violence but often do not know what they can do. Additionally, gender roles have been changing in South Africa and men are beginning to live more gender equitable lives with their partners and families, and this suggests that more men understand that relationships based on equality and mutual respect are preferable to those based on domination and fear. One Man Can aims to support such men to act on their convictions. The campaign is built around the premise that each individual has a role to play in promoting equality. It also encourages men to work together—with other men and women—to create a movement.

In developing the content of the campaign, Sonke undertook extensive research, including literature reviews of similar campaigns and materials, focus groups with survivors of violence, leaders of various kinds (faith-based leaders, teachers, coaches) and men, both youth and adults. The research was supplemented with surveys carried out with men in the public to learn how well they understood the issue of men's violence against women and what they would be willing to do to stop it. Men are introduced to the campaign through an Action Kit that provides resources to become active against GBV and HIV/AIDS, such as stickers, t-shirts, music, video clips, posters and fact sheets as well as strategies and action sheets. The campaign materials are designed for any man to use, as well as NGOs or community groups, but specific tips and strategies are outlined for coaches, teachers, religious leaders, fathers and youth. The action sheets cover such topics as steps men can take for healthy relationships with women, supporting survivors, leading by example and using sport as a platform for teaching about positive forms of strength. A One Man Can manual is also available as a resource for conducting workshops with men and boys on such issues as citizenship, human rights, gender, health, sexuality and violence.

The campaign is currently implemented in eight of South Africa's nine provinces and in six other African nations. One Man Can materials can be downloaded from the campaign website.

Sources: Sonke Gender Justice Network website:

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

<http://www.genderjustice.org.za/projects/one-man-can-campaign>

The One Man Can campaign website:

<http://www.genderjustice.org.za/onemancan/home/index.php>

Young men are particularly at risk for being involved in violence as victims or perpetrators. Violence may be committed against peers, such as gang or alcohol-related violence, or be linked to a sense of disenfranchisement, in the case of rioting/hooliganism and even political violence. Young men who do not conform to dominant masculine norms may be subjected to harassment and bullying (including violence provoked by homophobia). Young men also commit violence against women and girls, in the form of teasing and harassment as well as dating and domestic violence.

Juvenile justice systems that focus on youth crime do not always give adequate attention to the gender dimension of violence, but organizations that run prevention programmes aimed at youth have shown that there is a great deal of potential among young people to reevaluate their own attitudes and beliefs that support abuse. “[T]here are also opportunities to address boys and young men specifically, particularly through work in educational institutions such as schools; this is critical to any strategy to tackle men’s violence effectively. . . . A preventive strategy in relation to violence and abuse should involve engaging boys and young men about constructive ways to ‘do masculinity’; positive relationships; respect for women; and non-violent behaviours¹⁰⁰.”

The sample good practices described below work specifically with boys and young men from an early age to develop alternative masculinities that are not reliant on dominance or aggression as well as an appreciation for equitable relationships. Such programmes are very often part of larger efforts, such as those described in the earlier section on the socialization boys, to motivate young men to question dominant gender roles and reflect on what masculinities mean to them personally.

Coaching Boys Into Men Campaign

The Family Violence Prevention Fund (FVPF), a U.S.-based organization that works to prevent violence against women and children, has developed public education programmes that strategically target men and boys. In 2002, the FVPF launched the Coaching Boys into Men campaign, which “inspires men to teach boys that violence does not equal strength.” This campaign centres on encouraging men to start at an early age to provide boys with positive messages about what it means to “be a man” - to express oneself without violence and to treat people with fairness and respect. Men are encouraged to be role models, demonstrating how to deal respectfully with others in daily life.

The theme of coaching works on several levels. Any man can serve as a mentor, role model or coach for boys. Additionally, athletic coaches play an influential and unique role in the lives of young men and can help to shape how boys think and behave both on and off the sports field. The Coaching Boys into Men campaign encourages coaches to speak to young men about non-violence during practice sessions, team speeches or even casual conversations.

The Coaching Boys into Men campaign includes several public service television announcements, posters and brochures on what men can do to model non-violent and respectful behaviour. Community-specific brochures were designed to target African-American and American Indian men. The FVPF has also developed the Coaches Corner, a resource site that provides men with tools for teaching boys using the language of sports. Several coaches of U.S. sport teams contributed advice and messages to the site. The Coaches Corner includes the Coaching Boys into Men Playbook and Kit—manuals with information on respectful and non-violent relationships, tips for communicating with young men and planning for and recognizing moments that can be used for teaching.

The FVPF has developed a global Coaching Boys into Men programme with an International Coaches Manual in several languages that is based around the FIFA Fair Play Code. The Coaching Boys into Men campaign is also the basis for a project being piloted in India (Parivartan) through which cricket coaches and community mentors are being trained in how to educate boys about treating girls and women respectfully and to recognize that violence is wrong. Parivartan aims to dispel the notion that “real men” are aggressive and violent, and it is expected that the programme will be implemented in more than 100 Mumbai schools.

Sources: Family Violence Prevention Fund: <http://endabuse.org/>

Coaching Boys into Men Campaign site: <http://endabusesyntaxdev.forumone.com/content/campaigns/detail/688>

Coaches Corner: <http://www.coachescorner.org/>.

Bringing Security Home: Combating Violence Against Women in the OSCE Region - A Compilation of Good Practices, Gender Section, OSCE Secretariat (2009).

Young Men Initiative

The Young Men Initiative is a project of CARE International North West Balkans that targets adolescent boys ages (14-18) to promote gender-equitable attitudes and to prevent and reduce violence, both peer violence and gender-based violence.

The programme is currently implemented in Bosnia and Herzegovina, Croatia and Serbia and has recently been extended to Kosovo. While CARE worked with Instituto Promundo (one of the creators of Project H) and the International Centre for Research on Women to develop the programme, the Young Men Initiative responds to the cultural specifics of the region. For example, conflict in the Balkans shaped the dominant ideology of what it means to be a man, and today demonstrations of strength and aggression are not uncommon among young men, especially associated with nationalism and sports fan clubs. Participatory research conducted within the project examined the contexts where young men negotiate constructions of masculinity and their use of violence to exert power. The research showed that beginning in primary school, fighting and bullying among boys is widespread and is even expected among peers. Young men also reported that their fathers encouraged the use of violence. The Young Men Initiative works with boys to deconstruct the dominant notions of masculinity and to question how gender norms and male socialization can lead to violence.

CARE International piloted the Young Men Initiative in 2007 and fully launched the programme in 2009. The Young Men Initiative works through two main activities: school-based educational workshops and social marketing campaigns. A critical step in developing the programme was to identify local partner organizations, the staff of which became the workshop facilitators. CARE chose to work with youth organizations that were already engaged in outreach with young men around reproductive and sexual health issues. Because these groups were not used to working on the topic of gender equality, great care went into capacity building for the staff and vetting to ensure that the partner organizations were committed to the vision of the project. This preliminary work helped to build the capacity of several youth service organizations to better understand constructs of masculinity and violence in the Balkans.

The group educational workshops are voluntary and offered to boys in technical vocational schools that have a predominantly male student body. The course consists of 20 interactive sessions held over 2-3 months. The workshop facilitators are male youth workers, generally aged from 20-25. Workshop topics include male norms, expressing emotions, negotiation skills, decision-making, anger management, homosexuality, sexual health, fatherhood, drug and alcohol use, peer violence and violence against women. Boys are encouraged to actively discuss and reflect on these subjects.

The Young Men Initiative also includes a lifestyles campaign called Budi Musko (“Be a Man”). The campaign was developed in close collaboration with young men in the Balkan project countries and reinforces many of the topics covered in the workshops, such as sexual health, violence prevention and deconstructing rigid notions of masculinity. Campaign materials, such as posters, t-shirts and brochures, are presented in the vocational schools, young men have developed short films and boys have also formed “Be a Man” clubs in several different cities. The campaign is promoted widely through Facebook, YouTube and other websites.

As noted above, the Young Men Initiative collaborated with YouthAction Northern Ireland on several activities including, youth worker exchanges, study visits on young men and conflict (in both regions) and a summer Leadership Camp in Croatia where 40 young men from the Balkans learned about models of young male leadership and interacted with each other.

Surveys carried out within the project, using the GEM scale, have suggested that “young men who were exposed to the campaign generally showed more gender equitable attitudes and positive changes related to sexual violence and decreased use of violence.” The programme also enhances CARE’s other regional projects on women’s empowerment. The Ministries in Croatia and Serbia have both expressed interest in scaling up the Young Men Initiative. There are also plans to expand the scope of the programme to include a teacher-driven component on life skills that takes a gender transformative approach; community-outreach to involve parents; the creation of National Resource Centres to promote best practices and provide capacity building for local NGOs; and the inclusion of boys from the Roma community in the programme.

Sources: CARE International project description: <http://www.carenwb.org/index.php?sadrzaj=1&task=viewsubcat&skid=27&catid=3>

Young Men Initiative brochure: <http://www.carenwb.org/sasa/Young%20Men%20Initiative%20-%20brochure.pdf>

Young Men Initiative project website: <http://www.youngmeninitiative.net/en/>

Additional information provided by John Crossover, CARE International North West Balkans

The Strength Campaign

Men Can Stop Rape is a U.S.-based organization that mobilizes young men (primarily high school and university students) to prevent men's violence against women. Men are empowered to challenge harmful aspects of traditional masculinity and to value alternative visions of male strength. A key component is engaging young men as allies with women and girls to foster gender equity and also to speak out against violence.

The Strength Campaign is the primary tool used by the organization to bring about such changes. Rather than viewing men as the problem, the campaign encourages men to make healthy choices and be a part of safe and equitable relationships. Public awareness is an important component of the campaign. Visual media is used extensively, with the key message "My Strength is Not For Hurting," to highlight specific themes, for example, the role of men as "bystanders" to violence (with the tag line, "So when men disrespect women, we say that's not right") and the image of a strong man as one who communicates with a partner and respects women's decisions, including the right not to engage in sex (one tag line reads "When she said no, I said OK."). Another specific social marketing campaign addresses men and women in the military with the message "Our Strength is for Defending," encouraging sexual assault prevention as part of regular duties.

Men of Strength (MOST) clubs are the method by which the campaign is brought to individual young men through school settings. Presently, the MOST Club middle and high school curricula are taught in over 100 U.S. schools. A new programme, the Young Men of Strength (YMOST) campaign targets young teens and focuses on modelling bystander intervention when peers engage in bullying and teasing. Messages are focused on showing strength by disapproving of gender-based harassment. For example, one poster uses the message "As young men of strength, we asked Steve to stop texting Pam all the time."

To publicly acknowledge the work of the men who take part in the programmes, Men Can Stop Rape hosts an Annual Men of Strength Awards event, in which MOST Club members can also share their experiences and practices. The organization offers training in the methodology behind the campaign and how to put the theory into practice. Men Can Stop Rape has collaborated with a wide number of schools and universities, crisis centres that deal with rape and sexual assault, NGOs, the U.S. Department of Defence and other military branches.

Source: Men Can Stop Rape organization website: <http://www.mencanstoprape.org/index.htm>

Honour Heroes

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Source: Men Can Stop Rape organization website: <http://www.mencanstoprape.org/index.htm>

Working with male perpetrators of violence and providing specialist services should not be viewed merely as developing punitive programmes for men who have committed crimes. While a criminal justice system response to all forms of violence, including GBV, is essential, here programmes for perpetrators have more in common with prevention work. Understanding the underlying attitudes and behaviours that cause men to use violence should be treated as a means to prevent such violence from occurring. Particularly in cases of domestic or intimate partner violence, understanding the connections between boys' experiences of violence as children and their behaviour as adults is critical in breaking the cycle of violence.

There are a number of models for perpetrator programmes often taking quite different approaches, for example based on anger management, using cognitive-behavioural therapy or premised on psychological support. A thorough overview of existing approaches is beyond the scope of this paper¹⁰¹. However the critical starting point for all programmes for men who commit violence is that the perpetrators are held accountable and ultimately take responsibility for their actions. In contrast to self-help or voluntary programmes, efforts to engage male perpetrators should be framed within a criminal justice system response and challenge men “to change by going well beyond addressing their ‘anger’ and/or ‘pain’ to change their belief systems about gender relations and their need to use violence as a means to control¹⁰².” Another necessary feature of perpetrator programmes is that they take steps to stop the violence and address further risk to victims by addressing at least the minimum standards of safety for partners, ex-partners and children. Programmes for perpetrators “should also be seen as embedded in a wider process of cultural and political change towards abolishing gender hierarchies, gendered violence and gender discrimination as well as other forms of personal and structural violence and discrimination¹⁰³.” Without excusing or minimizing violence, programmes for perpetrators should strive to uncover the masculinities that support violence and develop processes to bring about attitudinal and behavioural change.

The most promising perpetrator programmes, those that can be considered “successful,” have varied outcomes. They lead to improved relationships between men and their partners or ex-partners that are based on respect and communication; establish safety and freedom from violence for women and children; encourage safe, positive and shared parenting; support safe and healthy childhoods; and lead to men’s enhanced self awareness and understanding of the impacts of violence¹⁰⁴.

101 The Virtual Knowledge Centre to End Violence Against Women and Girls provides a useful overview of programming for perpetrators of violence, available at <http://www.endvawnow.org/en/articles/229-perpetrators-of-violencebatterers.html>.

102 Ending gender-based violence: A call for global action to involve men (summary of research), Swedish International Development Cooperation Agency (Sida) (2004).

103 Guidelines to develop standards for programmes working with male perpetrators of domestic violence, WWP – Work with Perpetrators of Domestic Violence in Europe – Daphne II Project 2006 – 2008, www.work-with-perpetrators.eu.

104 Nicole Westmarland, Liz Kelly and Julie Chalder-Mills, Domestic Violence Perpetrator Programmes: What Counts as Success?, Briefing Note 1, Respect, August 2010.

Respect

Respect is the membership association for Domestic Violence Prevention Programmes and Integrated Support Services for the United Kingdom. The organization supports policy work on improving programmes for perpetrators of domestic violence and ensuring safety for victims.

Respect runs a programme for perpetrators that is based on four central objectives: to enable the man to understand and acknowledge the extent, frequency and seriousness of his violence and to see how damaging it is; to promote the acceptance of responsibility; to encourage men to question their sense of gender-based entitlement; and the development of respectful behaviour. The organization has found that drawing on men's strengths is an effective way to encourage them to change, and therefore Respect is moving towards an individualized approach. Face-to-face work permits greater flexibility and means that men's positive qualities and aspirations can be identified.

Such an approach also assists with risk management. Respect's programmes for male perpetrators are underlined by concern for the safety of the survivors of violence, and for this reason, the organization co-operates closely with services for women and children to keep them informed about the progress made by the partner in counselling. Such an approach aims to empower the woman by providing her with information about the perpetrator programmes so that she can focus on her safety and the safety of her children and make informed decisions. Respect sets the National Service Standard for voluntary sector organizations that work with clients who have used or are using domestic violence, thus ensuring that safety is considered.

Respect is currently providing technical assistance to NGOs in Italy (Florence and Trieste) and Spain (Barcelona) to develop inter-agency responses to domestic violence and on perpetrator programmes.

Sources:

Bringing Security Home: Combating Violence Against Women in the OSCE Region - A Compilation of Good Practices, Gender Section, OSCE Secretariat (2009).

Respect organization website: <http://www.respect.uk.net/>

Additional information provided by Neil Blacklock, Respect

4. Conclusion

This publication confirms what other studies have revealed– a large majority of men “reject stereotypical perceptions of masculinity and rigid gender divisions and are more open to supporting gender equality¹⁰⁵.” These are the men, around the world, who are daily living with gender-equitable attitudes and practices¹⁰⁶. There is great potential among this group to become agents for change. However, we should not forget that “many men– especially those belonging to dominant groups in particular societies– continue to hold power over and derive services from women and are therefore resistant to moves towards gender equality¹⁰⁷” It is this group that presents the greatest challenges to moving the gender equality agenda forward. The sample initiatives in this resource highlight the diversity of experiences through which men and boys become involved in gender equality work in the OSCE region. What conclusions, therefore, can we draw from these varied examples about engaging men and boys– those who are already accepting of gender equality as well as those from whom we face the most resistance? And what structural and personal barriers should we be aware of in order to ensure success?

A great number of the practices described in this report can be viewed as relatively easy to implement. Such tasks are sometimes referred to as “low hanging fruit” because they represent ready opportunities and have achievable targets and a clear scope. These are projects with which men can easily engage in part because they will perceive concrete and personal gains. The OSCE region has a wealth of women-oriented and women-focused projects that aim to bring about gender equality. At the same time, policy reform to address specific gender inequalities has been promoted regionally, most notably in connection with the EU enlargement process. By and large, however, the projects that call for policy change to address gender discrimination do not target men explicitly and are rarely based on an understanding of hegemonic masculinity. Thus, an easily achievable initial step is to reconsider programmes that target women and those that are considered to be “gender neutral” and add men into the equation. This should not be interpreted to mean disbanding or de-funding programmes for women. The diversion of resources (funding, for example, but also human resources and societal attention) from women’s rights work risks alienating potential partners and could further marginalize women. The inclusion of men in gender equality initiatives should not compromise resources for women and girls. Likewise, the engagement of men and boys should not result in all gender-related activities becoming mixed gender environments. Women-only spaces for awareness raising and organizing should be maintained¹⁰⁸.

Men should be engaged and included in parallel or complementary efforts, and the male gender should be made visible. The invisibility of masculinities and of male gender issues to individual men and among leadership can be a significant barrier. Men and boys are often treated, and indeed view themselves, as genderless, and this is especially apparent in the OSCE region where “gender” is often treated as a code for “women.” A crucial starting point is to improve men’s understanding of how masculinities, stereotypes, power and privilege work, to invite men and boys to examine their gender and to overcome their discomfort or reluctance to do so. The *Boysquestions* project is an example of an initiative

105 Sandy Ruxton ed., *Gender Equality and Men: Learning from Practice*.

106 See *Evolving Men, Initial Results from the International Men and Gender Equality Survey (IMAGES)*.

107 Sandy Ruxton ed., *Gender Equality and Men: Learning from Practice*.

108 Working with Men for Women’s Rights, *Young Women and Leadership, AWID*.

that adds to existing resources for women and girls yet also gives boys a unique space in which to discuss issues of violence and masculinity. Projects centered on issues that speak to boys and men, such as fatherhood, are likewise accessible entry points to introduce men to notions of gender and masculinity. Initiatives such as the Papa Schools are replicable, can be run in parallel with motherhood and parenting courses and can also expose men to a new model for sharing responsibilities for caregiving.

Even men who value gender equality may not necessarily give the topic a great deal of thought, see a compelling reason for greater involvement in gender equality initiatives or model equitable attitudes to other men. To offset the apathy that can undermine men's support for gender initiatives¹⁰⁹ it is important to demonstrate to men that changing the status quo can lead to personal gain. Thus, another relatively straightforward entry point for greater male engagement is to identify men who are already allies and motivate them to serve as agents of change. There are many examples in the OSCE region of men being included in events to raise awareness of issues that impact women, domestic violence for instance, as a means to sensitize men to women's problems. We should, however, move beyond this model in which men merely learn about and become sympathetic to women's issues. Our aim should be men's active participation as spokespersons and role models for gender-equitable behavior and as stakeholders in finding solutions to such problems. White Ribbon Campaign efforts across the OSCE region indicate that men are taking a stand against gender-based violence, and this project serves as a useful model for the development of men's movements around other forms of discrimination and inequality, gender-based pay gaps for example.

Other practices described in this report may require more effort to replicate, but they nevertheless demonstrate clear benefit and good returns from the initial investment. Such projects include training and mentoring of male CEOs (the Walk the Talk programme, for example), lobbying for legal change (such as quotas for women in political parties and/or company boards or mandated reporting of salaries disaggregated by sex), exposing boys to non-traditional careers (for example through Boy's Days events) or police training programmes.

These kinds of initiatives take a longer-term perspective, and it may be more difficult to demonstrate immediate change. As noted, there is a risk that such projects might not be well-received by activists working on women's empowerment who may be justifiably concerned that resources could be diverted from women-oriented programmes. An important consideration when planning such work is, therefore, to demonstrate clearly how initial efforts, which may in fact not target women beneficiaries directly (or may target only men), will ultimately result in greater gender equality for all. For instance, in the case of expanded parental leave policies, individual men are the immediate beneficiaries (in terms of personal fulfilment and spending time with children), but the greater and long-term benefit is felt across society. The care burden for women is eased, allowing them to pursue other goals, families are strengthened, children benefit from time with both parents and employers can take advantage of the new skills male employees bring to the workplace.

For several sections of this report few practical examples are offered, corresponding directly to those areas in which male engagement has so far been very limited. Specifically, the most masculinised organizations— political office and security institutions— appear to present the most entrenched masculinities and the greatest opposition to change. Men's resistance to change, which manifests itself as unwillingness to give up the benefits of

patriarchy, sexism, complicity in the status quo and minimizing the importance of gender equality, in large part stems from distinct fears¹¹⁰. Fear encompasses men's concern over loss of status and privilege, worry over disapproval or judgement from other men and of making mistakes or "getting it wrong" in front of female peers. Men are also anxious that women will continue to perceive them as part of the problem rather than as working toward a solution. Thus, engaging men in senior and leadership positions, especially in these masculinised organizations, is one way to demonstrate the acceptability of participating in gender equality issues to other men. Overcoming fears also requires changing the perspective from a zero-sum game, in which men lose power and women gain power, to one in which gender equality is mutually beneficial. Several projects noted in this publication illustrate that there is potential for transformation even in these male-dominated spheres. For example, the *Genderforce* initiative and training on masculinities and peacebuilding, seek to change our approach to conflict and peacekeeping. Further work should be undertaken to convince leadership, policy makers, donors and others of the value of transformation in these sectors.

While a great deal of important work can be done to educate, sensitize and attract men to the cause of gender equality, men must also change their relationship to power and, ultimately, cede some power. Power is an important attribute of maleness, but men's unwillingness to change their relations to power risks undermining even strong gender equality policies. However, there is a positive side to men's relation to power. As advocates and champions of equality, men are in important positions, as leaders in a great number of institutions, to affect real change. It should also be clear that the task required here is not about redistributing power (for example, granting Parliamentary seats to women) but entails a deeper re-evaluation of power dynamics overall and reformulating how we envision the function of some of our most basic institutions. As a society we may need, for example, to reconsider the value we place on political office and high status jobs that demand time be taken from family duties. Likewise, a deeper examination of the masculinities that underlie military and policing systems may help to disband the notion that security is a "male sphere" because violence is a "male business." Here, programming should concentrate on transformative processes, changing gender relations and developing entirely new models not based on patriarchal norms or dominant masculinities. The metaphor referenced earlier in this publication, that real transformation requires not reapportioning slices of cake between men and women but using the ingredients to make an entirely different dish, aptly illustrates the challenges ahead.

It is encouraging to note that the practices highlighted in this publication span the OSCE region and include countries with decades of experience addressing gender equality as well as more traditionally patriarchal societies. At each end of the spectrum similar challenges were encountered, such as scepticism, reticence about involving men and lack of support, yet in both cases, we can see that change was achieved. Patriarchal attitudes can give way to egalitarian values when influential men promote such messages.

In summary, it is clear that women in the OSCE participating States have made great strides in a number of fields and have benefitted from efforts to combat discrimination. Still, areas of serious inequality remain. The women's movement remains strong and committed to bringing about further change, but we need not view the road to equality so narrowly. Without the active participation of men and boys, for example in refuting gender stereotypes and adopting non-traditional roles, progress will remain one-sided. In 2003, the UN Secretary-General noted:

Men in many contexts, through their roles in the home, the community and at the national level, have the potential to bring about change in attitudes, roles, relationships and access to resources and decision-making which are critical for equality between women and men. . . . Men should therefore be actively involved in developing and implementing legislation and policies to foster gender equality, and in providing positive role models to promote gender equality in the family, the workplace and in society at large¹¹¹.

This sentiment is as relevant today as it was almost a decade ago. There is no question that the way forward is not a scenario in which women become “more equal” while men become less so. Achieving gender equality requires short-term high-return projects along side initiatives that take a long-term perspective on social change. Men and women should be collaborating on such efforts, but it is also time for men specifically to take greater ownership of gender initiatives and contribute to the replication and expansion of the types of good practices that have been outlined here. After all, men and boys have as much to gain from a more equal society as women and girls.

Selected Resources

The following are resources that provide further information on strategies to engage men and boys in gender equality work, case studies and discussion of masculinities. Several resources are also included that, while not explicitly addressing masculinities, outline good practices that require male involvement. Other sources consulted for this publication are cited within the report itself in the footnotes.

Information Networks and Portals:

Engagingmen.net- A Gender Justice Information Network
<http://www.engagingmen.net/>

MenEngage Global Alliance
<http://www.menengage.org/>

XY Online- Men, Masculinities and Gender Politics
<http://www.xyonline.net/>

The Men's Bibliography
<http://mensbiblio.xyonline.net/>

CROME (Critical Research Network on Men in Europe) Project
<http://www.cromenet.org/>

Overviews and Strategies:

Engaging Men and Boys to Achieve Gender Equality: How Can We Build on What We Have Learned?, International Center for Research on Women (ICRW) and Instituto Promundo (2007).
<http://www.icrw.org/publications/engaging-men-and-boys-achieve-gender-equality>

Engaging Men in Gender Equality: Positive Strategies and Approaches- Overview and Annotated Bibliography, BRIDGE (development - gender), Institute of Development Studies, University of Sussex (2006).
http://www.wocan.org/files/all/engaging_men_in_gender_equality_positive_strategies_and.pdf

Evolving Men: Initial Results from the International Men and Gender Equality Survey (IMAGES), International Center for Research on Women (ICRW) and Instituto Promundo (2011).
<http://www.icrw.org/publications/evolving-men>

Gender Equality and Men: Learning from Practice, Oxfam GB (2004).
http://www.engagingmen.net/files/resources/2010/Caroline/Gender_equality_and_men.pdf

Man Made: Men, Masculinities and Equality in Public Policy, The Coalition on Men and Boys (2009).

<http://www.comab.org.uk/>

Masculinities: Male Roles and Male Involvement in the Promotion of Gender Equality- A Resource Packet, Women's Commission for Refugee Women and Children (2005).

<http://womensrefugeecommission.org/programs/gender>

What Men Have to Do with It: Public Policies to Promote Gender Equality, Men + Gender Equality Policy Project, coordinated by the International Center for Research on Women (ICRW) and Instituto Promundo (2010).

<http://www.icrw.org/publications/what-men-have-to-it>

Working with Men for Women's Rights, Young Women and Leadership, No 2, February 2004, Association for Women's Rights in Development (AWID).

<http://www.awid.org/eng/Issues-and-Analysis/Library/Working-with-Men-for-Women-s-Rights>

Gender Equality Framework:

The Role of Men and Boys in Achieving Gender Equality, Report of the Secretary-General, UN Economic and Social Council, E/CN.6/2004/9 (2003).

<http://www.un.org/womenwatch/daw/csw/csw48/Thematic1.html>

Recommendation 1853 (2008) Involving men in achieving gender equality, Parliamentary Assembly of the Council of Europe.

http://www.coe.int/t/dghl/standardsetting/equality/03themes/men-gender-equality/index_en.asp

Council of the European Union Conclusions on Men and Gender Equality, 1 December 2006

<http://pre20090115.stm.fi/hu1168255554694/passthru.pdf>

OSCE Action Plan for the Promotion of Gender Equality

<http://www.osce.org/gender/documents?page=9>

Working with Boys and Male Youth:

Boys for Change: Moving Towards Gender Equality, Save the Children Sweden (2007).

<http://shop.rb.se/Product/Product.aspx?ItemId=4910258>

Supporting Boys' Resilience: A Dialogue with Researchers, Practitioners and the Media, Ms. Foundation for Women (2004).

<http://ms.foundation.org/resources/publications>

Fatherhood and Childcare:

Men and Gender Equality: Tackling Gender Segregated Family Roles and Social Care Jobs, Analysis note, European Commission (2010).
<http://ec.europa.eu/social/main.jsp?catId=748&langId=en>

Men in Families and Family Policy in a Changing World, UN Secretariat, Department of Economic and Social Affairs, Division for Social Policy and Development (2011).
<http://www.un.org/esa/socdev/family/docs/men-in-families.pdf>

The Role of Men in the Lives of Children, UNICEF (1997).
<http://www.xyonline.net/content/role-men-lives-children>

Employment:

Engaging Men in Gender Initiatives: What Change Agents Need To Know, Catalyst (2009).
<http://www.catalyst.org/publication/323/engaging-men-in-gender-initiatives-what-change-agents-need-to-know>

Reconciliation of Professional and Private Life: Exchange of Good Practices, European Commission (2006).
<http://ec.europa.eu/social/main.jsp?catId=574&langId=en&furtherPubs=yes>

Gender Pay Gap:

Addressing the Gender Pay Gap: Government and Social Partner Actions, European Foundation for the Improvement of Living and Working Conditions (2010).
<http://www.eurofound.europa.eu/publications/htmlfiles/ef1018.htm>

How to Close the Gender Pay Gap? Strategies and Good Practices of States and Social Partners in Europe, Institute for the Equality of Women and Men (2010).
http://igvm-iefh.belgium.be/fr/publications/how_to_close_the_gender_pay_gap_.jsp?referer=tcm:337-112135-64

Parental Leave:

Fathers on Parental Leave, Centre for Equality Advancement (2005).
http://www.jafnretti.is/D10/_Files/Fathers%20Parental%20Leave.pdf

Men Do It! Stories of Fathers on Parental Leave, Centre for Equality Advancement (2005).
http://www.jafnretti.is/D10/_Files/Men%20Do%20It.pdf

Health:

Engaging Men and Boys in Changing Gender-Based Inequity in Health: Evidence from Programme Interventions, World Health Organization (WHO) (2007).
http://www.who.int/gender/documents/men_and_boys/9789241595490/en/index.html

Men are Changing: Case Study Evidence on Work with Men and Boys to Promote Gender Equality and Positive Masculinities, The International Planned Parenthood Federation (IPPF) (2010).

<http://www.ippf.org/en/Resources/Reports-reviews/Men+are+changing.htm>

Policy Approaches to Engaging Men and Boys in Achieving Gender Equality and Health Equity, World Health Organization (WHO) (2010).

http://www.who.int/gender/documents/men_and_boys/9789241500128/en/index.html

Security and Conflict:

Report on Involving Men in the Implementation of UN Security Council Resolution 1325 on Women, Peace and Security, Gender Action for Peace and Security (GAPS UK) (2007).

http://www.gaps-uk.org/docs/GAPSreport_Involving_Men_in_SCR_1325_Implementation.pdf

Together for Transformation Men, Masculinities and Peacebuilding, Action Pack, Women Peacemakers Program (WPP) of the International Fellowship of Reconciliation (IFOR) (2010).

http://www.ifor.org/WPP/may-pack-2010_web.pdf

Women, Men and Gun Violence: Options for Action in Missing Pieces: Directions for Reducing Gun Violence Through the UN Process on Small Arms Control, Centre for Humanitarian Dialogue (2005).

<http://www.xyonline.net/content/women-men-and-gun-violence-options-action>

Gender-Based Violence:

Allies for Change: Together against violence and abuse, Save the Children/Sweden (2009).

<http://sca.savethechildren.se/PageFiles/1448/Allies%20for%20Change1.pdf>

Save the Children/Sweden Resources on working with Men and Boys on GBV in South and Central Asian context:

<http://sca.savethechildren.se/sca/Publications/gender/>

Bringing Security Home: Combating Violence Against Women in the OSCE Region - A Compilation of Good Practices, Gender Section, OSCE Secretariat (2009).

<http://www.osce.org/gender/documents?page=3>

<http://www.osce.org/gender/37438> (English)

Ending Gender-based Violence: A call for global action to involve men, Swedish International Development Cooperation Agency (Sida) (2004).

<http://resourcecentre.savethechildren.se/content/library/documents/ending-gender-based-violence-call-global-action-involve-men>

Global Research Program on Mobilizing Men for Violence Prevention (MMVP)/ Online Resources

<http://www.mincava.umn.edu/mmvp/resources.html>

Virtual Knowledge Centre to End Violence Against Women and Girls/ Working with Men and Boys, UN Women

<http://www.endvawnow.org/en/modules/view/9-men-boys.html>

Virtual Knowledge Centre to End Violence Against Women and Girls/ Working with Perpetrators, UN Women

<http://www.endvawnow.org/en/articles/229-perpetrators-of-violencebatterers.html>

Where Men Stand: Men's Roles in Ending Violence Against Women, White Ribbon Foundation Report (2010).

<http://www.xyonline.net/content/where-men-stand-men's-roles-ending-violence-against-women>

Work with Perpetrators of Domestic Violence in Europe

<http://www.work-with-perpetrators.eu/>

The OSCE

The OSCE works for stability, prosperity and democracy in 56 participating States through political dialogue rooted in shared values and through practical work that makes a lasting difference.

MENDING INEQUALITIES

The success of gender mainstreaming requires the efforts and support of all stakeholders: men and women, girls and boys. This technical paper has been designed to serve as a reference tool to assist OSCE executive structures in increasing the engagement of men and boys in gender equality initiatives within the OSCE region, inviting reflection upon masculinities and the many positive roles that men and boys can and do provide to bridge continuing gender inequalities. An extensive account is provided of specific good practices from the OSCE region that have proven to be promising in mobilizing men and boys for gender equality.

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