

## Engaging Men and Boys towards Gender Equality

The State of the Girl Child in India 2011



Because **I am a Girl**

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Help Keep Children Safe! In the interests of protecting children in Plan program communities, the names of children in this publication have been changed.

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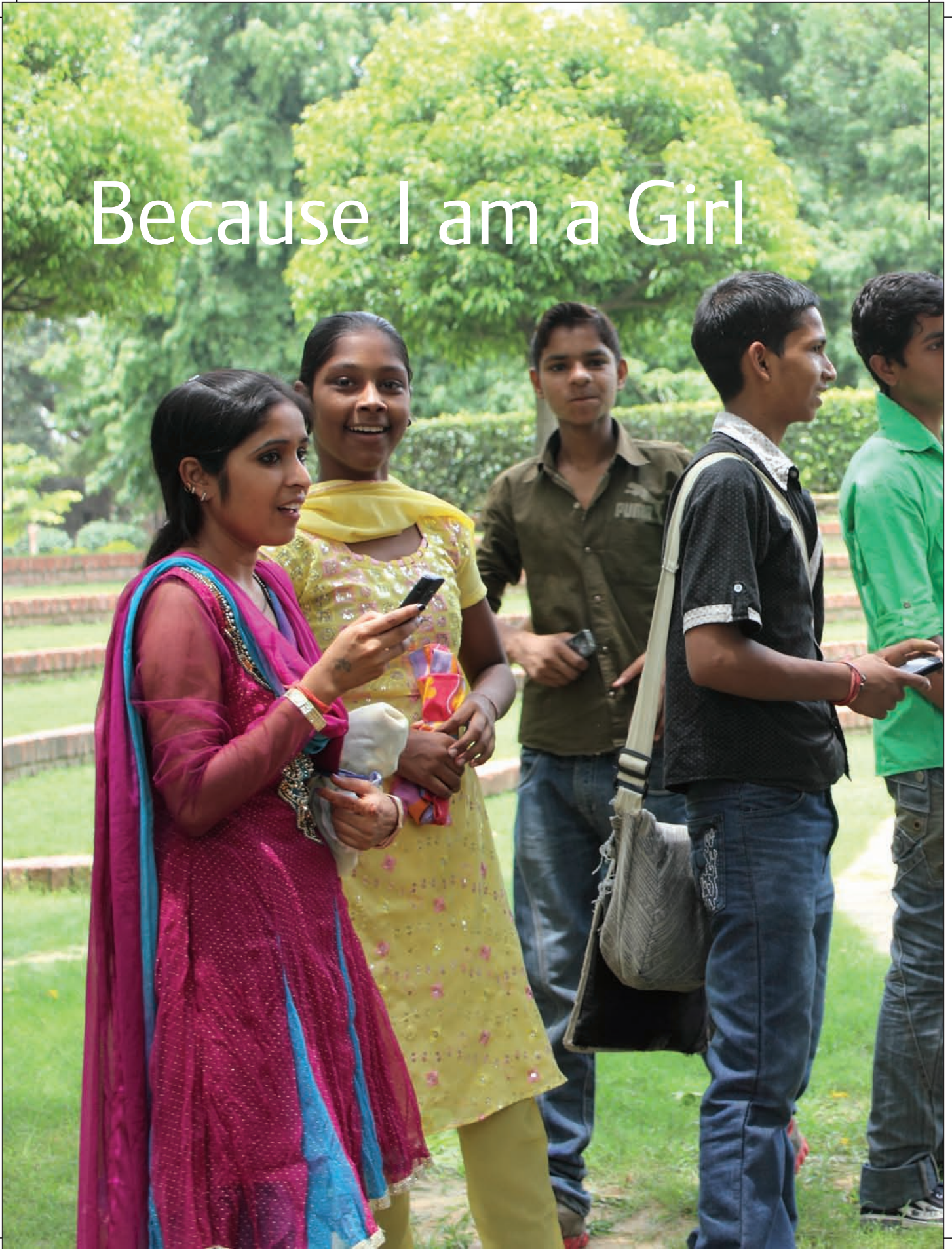
Because **I** am a  
**Girl**

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# Because I am a Girl





## Acknowledgements

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## Acronyms

|          |  |
|----------|--|
| AIDS     | Acquired Immune Deficiency Syndrome                                |
| BIAG     | Because I am A Girl  |
| CCCD     | Child Centered Community Development                               |
| CS PRO   | Census and Survey Processing System                                |
| CORO     | Committee for Resource Organisations for Literacy                  |
| CSA      | Center for the Study of Adolescence                                |
| CHSJ     | Centre for Health and Social Justice                               |
| DV       | Domestic Violence  |
| ECCD     | Early Childhood Care and Development                               |
| EMB      | Engaging Men and Boys  |
| FGD      | Focus Group Discussion   |
| FVPF     | Family Violence Prevention Fund                                    |
| GEMS     | Gender Equality Movement in Schools                                |
| GEM      | Gender Equitable Measurement                                       |
| GDI      | Gender-related Development Index                                   |
| GBV      | Gender Based Violence  |
| HIV      | Human Immunodeficiency Virus                                       |
| ICDS     | Integrated Child Development Scheme                                |
| IDI      | In Depth Interview   |
| ICMR     | Indian Council of Medical Research                                 |
| ICRW     | International Centre for Research on Women                         |
| ICT      | Information Communication Technology                               |
| IPPF ARO | International Planned Parenthood Federation – Asia Regional Office |
| LWF      | Learn Without Fear   |
| MDGs     | Millennium Development Goals                                       |
| MAVA     | Men against Violence and Abuse                                     |
| MASVAW   | Men's Action for Stopping Violence Against Women                   |
| MSSA     | Mumbai Schools Sports Association                                  |
| NFHS     | National Family Health Survey                                      |
| NRHM     | National Rural Health Mission                                      |
| OECD     | Organisation for Economic Co-operation and Development             |
| PSU      | Primary Sample Unit  |
| PLHIV    | People Live with HIV   |
| RCH      | Reproductive Child Health  |
| SPSS     | Statistical Package for the Social Sciences                        |
| STI      | Sexually Transmitted Diseases                                      |
| SRH      | Sexual and Reproductive Health                                     |
| TISS     | Tata Institute for Social Sciences                                 |
| UNICEF   | United Nations Children's Emergency Fund                           |
| UNESCO   | United Nations Educational, Scientific and Cultural Organization   |
| UNIFEM   | United Nations Development Fund for Women                          |
| UNV      | United Nations Volunteers  |
| UNDP     | United Nations Development Programme                               |
| UNFPA    | United Nations Population Fund                                     |





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MINISTRY OF WOMEN & CHILD DEVELOPMENT

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## FOREWORD

The present study by Plan India, on Engaging Men and boys on the march to Gender Equality is a significant effort to explore and understand the phenomenon of gender inequality. The study conducted in five states –UP, Bihar, Gujarat , Karnataka and NCT of Delhi, with more than 6,000 respondents highlights the awareness and attitude adolescents and youth (from 10-14 and 15-35 years of age) have towards gender roles, with focus on decision making, family planning and health. Also examined in the study are attitudes to dowry and women's economic and political rights, division of household chores and thinking related to gender stereotypes.

This study has relevance for India given the challenges of falling female sex-ratio, malnutrition, child abuse, early marriage; low access to health care, poor hygiene and sanitation conditions. Restricted mobility and poor decision making powers further make the girl child vulnerable to gender inequality.

But when men and boys are engaged on issues of gender equality, both benefit from such engagement - where they learn to care, protect and empathise with each other and thus facilitate the move towards Gender Equality.

I hope that this report adds to this precious engagement, which involves us all - as partners, friends and citizens.

Wishing Plan India all success in their commitment to the issue.

Rashmi Singh

Executive Director

National Resource Centre for Women

National Mission for Empowerment of Women

# Preface

Violations of children's rights have their roots in gender-based inequality, exclusion and injustice. Achieving gender equality is therefore a core objective of Plan's work as an organisation dedicated to child rights. Plan's commitment to gender equality is based on the international standards established by the United Nations Convention on the Rights of the Child (UNCRC, 1989) and the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW).

The increasing violence against girls and women manifests itself in different forms in India such as falling sex ratios, domestic violence, early marriages, health endangerment for young mothers and their children. It is against this backdrop that the 'Because I am Girl Campaign' (BIAG) has been launched in 2007 by Plan International. For the last three years Plan India has been launching a State of the Girl Child report annually.

Plan India's report on The State of the Girl Child in India 2011 examines the Engagement of Men and Boys (EMB) towards Gender equality in India. This report analyses the role of men and boys across the issues relating to survival of the girl child and development to her fullest potential from infancy, through adolescence and motherhood. The report also analyses perceptions and behaviour with respect to economic independence and gender stereotypes held by both genders. The report findings show that gender based violence and discrimination continues and we need, as a nation, to have strategies that deal with this, in all its forms. The analysis is based on secondary research and primary data collected from 6,011 respondents across five states of India.

Engaging men and boys towards gender equality is the pivot around which the report revolves. Discourse on the issue ranges from a focus on men's own needs to exploring the underlying reasons for violence and men's engagement in supporting gender equality.

We hope that the findings and recommendations from this report will be a catalyst for new thinking and development of programmes that engage men and boys across thematic areas as well as area development programmes. At Plan, we remain committed to the issue of engaging men and boys towards Gender Equality.



Bhagyashri Dingle  
Executive Director  
Plan India

# Because I am A Girl Campaign

## Introduction

Because I am a Girl is a campaign launched by Plan to promote girls' rights and lift millions of them out of poverty. Across the world, girls face discrimination because of their gender and age, and this leaves them at the bottom of the social ladder. For example, research has shown that girls are more likely to suffer from malnutrition; be forced into an early marriage; be subjected to violence or intimidation; be trafficked, sold or coerced into the sex trade; or become infected with HIV.

The Because I am a Girl campaign is geared towards equipping, enabling and engaging girls of all ages to acquire the assets, skills and knowledge necessary to succeed in life.

## Gender gaps inhibit economic growth

Existing gender gaps throughout the world reduce a nation's productivity, lower prospects for poverty reduction, inhibit economic progress and weaken overall governance. Gender gaps remain widespread particularly in the following three areas:

1. participation in decision-making;
2. realization of human rights; and
3. access and control over the resources and benefits of development (including, for example, education or health services).

Women and girls are affected most by these gender gaps; however the costs impact all of society. Evidence demonstrates that societies with persistent and significant gender inequalities are correlated to increased poverty, malnutrition, illness and other challenges. Investment in Girls Yields Real Returns. Numerous economic-based research studies have demonstrated that existing gender gaps throughout the world reduce a nation's productivity, lower prospects for poverty reduction, inhibit economic progress and weaken overall governance. Real change cannot occur without significant investment in girls and gender equality. The World Bank's 2007 Development Report shows that investment in young people is critical to further progress in poverty reduction and economic growth. Girls' welfare is fundamental to determining strong economic and social outcomes for communities and nations. Research clearly demonstrates that investment in girls' condition and position yields real returns and should be a top priority for policymakers, program designers and private sector leaders (ICRW, 2008).

## The Issues

Global statistics highlighted in Plan's first Because I am a Girl report paints a bleak picture of the challenges facing girls growing up in the poorest parts of the world: MDG goals that aim to halve world poverty are likely to fail girls, discrimination against girls is harmful to the fight against global poverty, females make up to 70% of the 1.5 billion people living on less than \$1 a day, 62 million girls are missing out on primary education, more girls than boys die before the age of five in many parts of the world, birth complications are the leading cause of death for young women aged 15-19, two thirds of 15-19 year-olds newly infected with HIV in sub-Saharan Africa are female.

## The Expected Outcomes of the Campaign

The Because I am a Girl campaign is an ambitious and multi-faceted approach. Plan is attempting to initiate change at a number of levels (i.e. local, national, international) with the assistance of a number of partners. It is a massive undertaking. But what will the end result be? What are we striving to achieve? What will success look like?

Success at a local level: Six indicators are measured throughout all of Plan's programmes (e.g. infant mortality rate, primary school enrolment, etc.). Depending on the country and programme, a number of other relevant indicators are measured. As a summary, success will be the number of girls in the 26000 communities where Plan works, who: survive beyond age five years, complete school, have access to healthcare and the skills to lift themselves out of poverty

Success at a national level: Measurement of success will be the number of countries which enact and enforce laws to enable girls to survive, be protected and have a say in what happens to them.

Success at an international level: Success will be the degree to which changes to international law take place which enable girls to appeal through UN mechanisms where their countries are unable or unwilling to fulfill their basic rights such as the right to health, education, and survival.

## An Eight Point Action Plan

The Because I am a Girl report outlines an eight point action plan in order achieve these results.

1. **Listen to girls and let them participate.** Girls have the potential to articulate and secure their rights. This report has showcased a few of the voices of young women who are emerging from very difficult situations. The voices of girls and young women need to be heard.
2. **Invest in girls and young women.** Adequate resources must be made available at all levels in order for girls and young women to secure their rights. Their needs are often different from those of older women and from boys and men.
3. **Change and enforce the law.** In many countries, discriminatory laws and practices relating to girls and young women prevail. Where this is the case, they should be reformed with a human rights perspective and clearly embedded in community action. Where laws to protect and support girls and young women already exist, they must be enforced.
4. **Change attitudes.** The situation of girls is more likely to improve and at a faster pace if attitudes about gender equality, including those of boys and men, change. As long as women are considered second-class citizens, girls and young women will never be able to achieve their full potential.
5. **A safety net for girls.** The poorest and most vulnerable girls and their families would benefit from comprehensive social support which could include regular and predictable grants, scholarships or stipends to encourage girls to go to school and supplementary nutrition.
6. **Get specific data on girls.** It has become clear during the course of researching this report that more data on girls and young women specifically is urgently needed. Statistics and material are collected either on children or on women in general. National data disaggregated by sex and age has to be collected and used by policy makers.
7. **Take a life cycle approach.** This report has shown that taking a life-cycle approach to improving the rights of girls means addressing discrimination at every stage from birth - or even before birth - until they are grown women. This has enabled us to see the pervasiveness of issues like violence throughout the life cycle of a girl, and to identify the critical points of vulnerability in her life.
8. **Learn, document and share good practice.** The research for this report has shown just how little we really know about the lives of young women and how best to improve them. Systematic documentation and learning on best practice in relation to girls' rights is needed. Subsequent reports in this series will take specific areas and look at them in more detail.



# Executive Summary

The Report "**Engaging Men and Boys to advance Gender Equality**" examines the existing realities of gender inequality among men and women and explores the possible opportunities of engaging the men and boys in a quest for a more just society.

## Background of the Study

Plan believes that gender equality is central to achieving its vision for change: a world in which all children, both girls and boys, realise their full potential in societies that respect people's rights and dignity. Girls and boys have the same rights, but they are not able to realise them to the same degree. Gender inequity varies in its expression from place to place, but in all communities where Plan works, some form of gender-based discrimination, gender stereotyping and an unequal distribution of power between women and men, girls and boys is evident. This injustice especially affects the lives of girls and women from infancy to adulthood. It contributes to high infant and childhood mortality, to low educational achievement, and to failures to protect children from harm. It also affects the economic survival of families and the participation of children and young people in family and community decisions.

## Because I am a Girl - Global Campaign Initiative from Plan India

Beginning in 2007, Plan International initiated a campaign 'Because I am A Girl' (BIAG) at the global level to draw attention and seek action for the survival, protection, development and participation rights of the girl child. In light of this campaign, there have been various publications on the status of the girl child. Since 2007, every year, Plan India publishes a Report on the different aspects of the Rights of the Girl Child examining the situation and offering possibilities of future actions.

Plan intends to use the Report and the results of the study therein, to strengthen its programmes relating to the rights of the girl child and advocate with the government and civil society partners to ensure engagement of men and boys in areas of nutrition, education, health care, decision making and young women's economic and political rights.

## Objectives and Sampling Framework

The present report "Engaging Men and Boys towards Gender Equality, 2011", seeks to understand the current perceptions on the role of boys and men to achieve gender outcomes across key themes of child rights, protection and other social issues during the life of a girl from 0-18 years. The study was specifically undertaken with the following objectives:

- To understand views and perspectives of different age groups of boys, girls and young men and women in regard to gender equality and the means to achieve the outcome.
- To ascertain the areas of intervention for men' participation to ensure rights of girls and young women in society.

The report comprises of a desk review and findings from a primary survey conducted in five states representative of areas with high and low sex ratios in the country (Census 2011).

The desk review covers major researches, longitudinal studies and programmatic interventions seeking engagement of men and boys. Specific thematic areas include reproductive health, violence against women including sexual abuse, care giving for HIV/AIDS patients, home based care for children etc.

Much of the work with young people does not distinguish by sex or age: it is 'women 'or with 'children' or sometimes with 'youth'. We argue that differentiation by age and sex are crucial. Although there are other important distinctions -race, ethnic origin, religion, class -a 10 year old is very different from an 18 year old and often girls' and young women's needs are very different from those of boys and young men.

The United Nations Convention on the Rights of the Child (UNCRC) defines a child as anyone under the age of 18. Plan India's definition is consistent with this.

The Ministry of Youth Affairs and Sports, Government of India defines youth as anyone between the age of 15-35 years.

For the purpose of this study, since the analysis has been done across two age ranges, we are using the terms children, girls and boys for the 10-14 age group and youth or young women and men for the age group 15-35years.

The primary survey entailed using both qualitative and quantitative research techniques for data collection. Structured questionnaires, focus group discussions (FGD) and in-depth interviews (IDI) were used for collecting information from children (10-14) years, and young married men and married women in 15-23 years age group. A total of 6011 respondents were part of the survey.

The findings in the report are organised in two sections: desk review and primary survey findings. The report concludes with key recommendations for programming and policy.

## **Key Findings**

### **Desk Review**

Desk review was undertaken on the following key themes:

- Gender discrimination in Child Care
- Involvement of Men and Boys to achieve gender equality
- Gender based violence
- Gender Disparity in Healthcare in India
- Empowerment of Girls and
- Discourse on Men and Masculinities

The literature review was in the context of the development debate on men and masculinities in India during the last two decades. Increasing violence against women manifested through the declining sex-ratio, continued high maternal mortality and the disadvantageous position of women in the rapidly changing sex-ratios of those infected with HIV have been the



fundamentals for examining masculinities as it affects women and their health in India. During the last five years, a number of innovative programmes have been implemented in India with a focus on engagement of men and boys. This also has been a priority area for desk review. The main report summarises key innovative programmes implemented by various development organisations and emerging areas for policy influence and advocacy.

A desk review of studies reveals that:

- Men perceive violence as a means to control women, and justify it through various reasons. Men who feel that wife-beating is acceptable are more likely to engage in high-risk sex as compared to men who feel that wife-beating is not acceptable<sup>1</sup>.
- Men who have either witnessed abuse at home or have been victims of abuse in childhood are more likely to be perpetrators of violence against their partners<sup>2</sup>.
- Most fathers to be and fathers describe happiness in their interactions with some of the children in their lives. Appealing to men's self-interest and the well-being derived from their connections to children has tremendous potential engaging for driving changes towards gender equality<sup>3</sup>.

**Strategies interventions that work best** to engage men and boys include ensuring their participation in social mobilization and setting development priorities at the inception of programmes; gender mainstreaming in all thematic and area development programmes with specific focus on sensitization of fathers and men who are perceived to be safety nets for women and contribute to their empowerment; engagement with women to understand male behaviour; and working with civil society organisations and community based organisations that can further influence policy, changes that are required.

## Social Mobilisation

Social mobilization processes should engage men and boys in key issues that affect gender outcomes. In addition to participatory tools and techniques, technology based options can be used to generate awareness, build capacities and monitor change over time.

- Collective bargaining and social dialogue can be a way for women to achieve a better working environment. Engaging employers, trade unions and colleagues is imperative.
- Addressing the oppressive norms and values that underlie gender-based violence is essential.
- Effective use of Information Communication Technology such as ICT for addressing gender based violence, empowering women and sensitizing men can be made through community linkages, trainings and use of local language for explaining various aspects of gender based violence.

Sectoral programmes should ensure gender mainstreaming as a cross cutting objective. Involvement of grassroots level functionaries and front line workers, community and community based institutions is essential to build safety nets.

Parents, especially fathers and sons/brothers are the immediate safety nets, and their sensitization is essential.

## **Health Seeking Behaviour**

Promoting men's involvement in reproductive health and HIV/AIDS needs to start with change of attitudes towards their own health seeking behaviour and that of their female counterparts. Engaging men and boys can reduce men's and women's risk of contracting STI and HIV and decrease violence against women. Partnerships with organisations that focus on women and girls in such work can be effective in achievement of envisaged results.

## **As Parents and Teachers**

Parental support comes out as a key element of interventions to expand girls' life choices. Further, creation of forums for discussions on sexual and reproductive health issues can encourage discussions between parents and children, teachers and students and health providers and young clients.

## **Engaging Fathers**

Research also shows that men can be encouraged to be more involved in domestic chores and care giving. Decision making power of fathers is important in all spheres especially marriage, size of family, spending, mobility and education. Involving fathers should be an important aspect of advocacy in programming for children and youth. Policies that promote paternity leave, flexible work polices are therefore important.

## **Primary Survey Findings**

Gender discrimination, gender stereotypes and gender inequality are among the root causes that prevent children from realising their rights to survival, development, protection, participation and an adequate standard of living. The survey findings seek to understand gender inequities and their effects on children at different stages of their development to respond appropriately by challenging the structural and systemic causes of gender-based injustices.

## **Sex Ratio and Son Preference**

The primary survey corroborates the preference for a male child and that it is a determining factor for the family size.

Over two thirds of the adults contacted for the primary survey (67%) opined that an ideal family comprises of a son and a daughter. Amongst the married respondents (2,096), 85% had at least one child. Of these respondents, 55% reported that their youngest child was a son. Further the analysis shows that with increase in total number of children there is increased probability of boys being the youngest child.

The survey reveals that 94% of the respondents in 15-35 years knew that sex of a child can be determined before birth. Majority of respondents were also aware that sex determination of child before birth is a wrong practice and a punishable offense. 13% of the young men and women also felt that it was usually the husband who was keen on determining sex of the preborn child.

## Education: Engagement of Men and Boys in comparison to Girls and Women

Gender stereotyping is embedded in the minds of both girls and boys with both the genders feeling that boys should have the freedom to study as much as they want. There is a societal acceptance of gender discrimination related to education, clearly calling for development programmes to ensure gender mainstreaming in programmes designed.

A higher percentage of boys opined that girls should be allowed to study as per their aspiration (73%) as compared to girls themselves (62%).

Overall 5% boys and 5% girls reported to be engaged in any form of economic activity. However, distinct patterns can be seen in the type of household chores done by boys and girls. Girls do more work in the house (cleaning, washing clothes and utensils etc.). Boys follow the traditional norm of doing and other outside work.

Higher percentage of boys (58%) preferred to study in a coeducational school as compared to girls (38%). Girls showed a marked preference for a separate school and safety was one of key reasons for this opinion amongst girls.

A young girl said "There should be separate school because some of the schools don't have a separate toilets. Many a time's girls feel shy to use the toilets in front of the boys and sometimes feel it is not safe also."

Even though boys continue to be considered to have better leadership skills as compared to girls by both girls and boys, data indicates a shift in terms of recognizing the potential that girls have for leadership. Half the boys and girls (50%) agree that girls have the potential to become good leaders.

Both girls and boys prefer to play with the same sex. This may be indicative of the encouragement, support and availability of spaces and equipment that is made available to both boys and girls. The schools will need to focus on the training, time and equipment that the girls need to explore and progress in the different sports. A change of mindset in teachers and coaches is required.

With regard to preference towards games, boys show a preference for outdoor games as compared to girls. Majority of boys (86%) reported that boys and girls play different games. An overwhelming majority of boys reported that they liked to play cricket (87%). Other games preferred by boys include carom board (45%), football (29%), kho-kho and badminton (25% each). Games preferred by girls include skipping rope (58%), kho-kho (50%), hopscotch (35%) and carom board (34%)

## Political and Economic Freedom

Political decision making is yet to see total independence for women.

Access to resources - work, freedom to spend, right to ownership and information - remains limited for women.

Amongst 1,677 males eligible to vote, 76% had voted in the last election. The same percentage was 68 for young women (1,679 eligible women). Majority of the men (85%) reported that they were not influenced by anyone in their decision to cast votes. 33% women were influenced by a family member or friends while casting their votes.

Fathers continue to remain the key decision makers in their family. Men continue to be in the forefront on all decisions related to their family.

More than two thirds (70%) of the children reported their father as the main decision maker in the family. Higher percentage of boys (74%) as compared to girls (65%) reported father as the main decision maker in the family.

Similar trends are seen in the higher age group of 15-35 years, with men being in the forefront in deciding the ideal family size, spending of money, young women having to take permission to consult or visit a doctor and women being influenced in their voting rights.

More young men than young women are employed, and majority of the young men prefer their wives to be not working. Thus women's right to work remains curtailed.

Overall only 5% of boys and girls respectively (10-14 years) reported that they are currently working, all engaged in informal sector such as tea shop/hotels, domestic help, daily wage earners etc.

More young men (20%) were self employed in comparison to young women (11%). More women were engaged as agricultural labourers (28%) and daily wage workers (27%) in comparison to men. This implies that women work more in the unorganized sector than men. Livelihood programmes need to further focus on livelihood for women.

Among the unmarried young men (1,357 men) only 31% reported that they would want their wives to work. Likewise, it was seen that amongst married men (903), only 28% have a wife who is working outside home.

The childhood trend of girls having lesser freedom to spend money continues in adulthood as well.

Only one third children (10-14 years) reported having freedom to spend money. The freedom to spend money without permission is seen less among girls. Overall 40% of women have the freedom to spend money as compared to 61% young men.

Young women hold less bank accounts, property or vehicles as compared to young men.

One fifth of the young women (20%) reported having a bank account as compared to 37% of the young men. Amongst the young women holding a bank account, 55% reported that they can withdraw money without permission as compared to 78% young men.

Amongst all young men and women contacted, 18% reported ownership of any asset (21% young men and 16% young women). Amongst these respondents (470 young men and 356 young women), a higher percentage of young men owned land (51% as compared to 26% young women), house (41% as compared to 22% young women) and vehicle (18% as

compared to 4% young women). Interestingly, 57% young women reported owning jewellery as compared to 23% young men.

Comparison between genders clearly indicates that personal communication channels are still limited for girls and young women whereas they have equal access as men do, for common household information and communication mediums like television. This has implication in the programme strategy and design since to address and reach out to the girls and young women; the common medium of television is still the best option.

Friends from the same gender (44%) are topmost cited persons who provide information and support to children and young people. More boys and young men reported receiving information from friends as compared to girls and young women. Interestingly, 41% young women reported receiving information from their husbands while only 8% married young men got information on current issues from their wives.

In both the groups 80% respondents (no gender variation) acquire knowledge and information through televisions, followed by newspapers. Access to newspaper and radio is however higher amongst boys and men in comparison to girls and young women.

It is interesting to note the mobile penetration, as is 21% children and 29% adults reported acquiring information from cell phones. Gender variation in access to information from mobile phones is evident amongst adults with 31% of young men and 23% of women accessing mobiles.

## **Marriage and Choices after Marriage**

Men, as fathers and husbands, continue to be the decision makers on issues of marriage, dowry, family planning and young women's access to medical care, though lag behind in taking responsibility for RCH issues.

The legal age of marriage for girls is better known among the respondents as compared to the boy's legal age. It is also significant considering the National Data that indicates that the number of girls who are married before the legal age remains high.

Amongst children, 76% of the boys and girls are aware of the legal age of marriage for boys which is 21 years. Amongst young men and women, a slight increase in knowledge is seen (85% aware). Majority of the boys and girls (90%) and young men and women (92%) are aware that 18 years is the legal age of marriage for girls.

While nearly three fourths boys and girls (73%) are aware that child marriage is a punishable offence, in India a large proportion of girls are still married off before the legal age

Amongst married young men, nearly half of them confirmed having received cash or in-kind dowry. Amongst unmarried young men, a little over one fourth of them expect to receive cash/in kind dowry.

The study clearly indicates that programs need to focus on translating the knowledge and awareness into practice. There is a need to sensitize parents and other decision makers in the

family and community about the ill effects of the customs of early marriage and dowry. Further programming should be made towards strengthening the social security and economic empowerment schemes for girls resulting in reducing the child marriage incidences as suggested by many secondary research.

Young women reportedly need to take permission to consult a doctor. Young women, when they need such permission, also need someone to accompany them while visiting the doctor. This is also indicative of the restriction on the mobility of the woman, who cannot go out for accessing health care without being accompanied and without taking permission.

There is no difference at all between young men and women in terms of awareness on family planning methods. Majority of young men and women feel that women should go in for sterilization or spacing.

### **Violence: Protection and Social Safety Nets**

In the Indian context, scolding and beating children is considered as part of discipline and upbringing of the child by the society and families in particular. But the study depicts that the children consider this behavior on the part of parents and teachers as abuse. Hence, this is an area that needs work in terms of parents and teachers sensitization towards the children's needs and care in terms on understanding where discipline ends and it becomes abuse.

One fifth of the children reported facing any kind of abuse. Of these children, 67% reported physical abuse, 44% verbal and emotional abuse respectively. The issues of child protection are severe at home and in educational institutions. Ironically, just as home and school top the places where abuse happens, these are also the two places that children feel most secure.

Peers and children's clubs and groups can be an important source of receiving information and forming social security nets. These groups and clubs can also serve as a means of questioning and discussing gender stereotypes.

### **Safety Nets for Children: Membership of Children's Club/ Group**

A high self-esteem on part of girls can be seen in their responses in terms of girl's leadership abilities and the changing stereotypes. The same seems lesser in terms of the boys opinions. And these findings overall indicate the need for further sensitization and focus on changing gender stereotypes for boys.

Only one fifth of the children (131 boys and 137 girls) were aware of children's clubs/groups. Of these, 63% were members of the groups (65% boys and 62% girls who are aware of the clubs).

Overall, 66% replied in affirmative for a rotational leadership in the club between boys and girls with higher percentage of girls (76%) reporting the same than boys (56%).

## Gender Relations and Norms

Both boys and men continue to abide by the gender stereotypes with the major household work being undertaken by girls and young women. Girls potential as leaders is slowly being recognized and they still need support from parents and school to explore games which are traditionally considered boys domain.

However, there is an agreement between both genders that men should help women in the household chores. The need is to trigger community and family thinking which supports male behavior of supporting/sharing household work without having to face social ridicule

Mostly boys and girls perceive that father should help mother in taking care of home, as majority of them either agreed or partially agreed to this statement. This is indicative of the gender stereotypes that do rule, but are open to slowly changing within the minds of people. Men in practice may not be able to follow this ideal due to reasons such as pressure of social norms, being made a laughing stock of by other relatives and friends, as such behaviour is not in tandem with ideals of masculinities held.

Girls and women serve food and 39% eat food after serving all the family members.

While 39% girls reported serving food at home, more than three fourth young women (77%) performed this function in their homes. Girls and young women usually eat food with other members of their family (61%), but this is far from achieving an equitable practice with 39% girls and young women themselves eating food after serving all members of the family.

Though there is a movement in terms of recognising the potential that girls have for leadership, boys still continue to be considered to have better leadership skills as compared to girls (by both boys and girls). As such, it shows that the patriarchal thinking of men being better decision makers/ leaders still holds sway with the majority mind and is another area that needs to be worked on.

In all, 87% children regard boys to have better leadership skills as compared to girls (44% boys agree while 43% partially agree). However, half the children opined that girls have the potential to become good leaders.

Boys, as they are growing up, tend to look up to their fathers due to the status, position and power that fathers hold in the family. There is no shift in status of the mother as an ideal person, in the older age group of 15-35 either.

In the age group of 10-14, 45% feel father is the ideal person and the same percentage is 32% amongst adults (15-35 age). While 42% children regard their mother as the ideal, 22% adults regard their mother as the ideal.

Basically, this translates in the need for men to let go of the 'power' that traditionally means 'controlling' women/girls movements, their access to information, confining them to homes, their options of education, career, leisure and types of games (girls can play); And for this men and boys need to change their own perceptions of being fathers, brothers, and partners.

## Recommendations for Change

The recommendations are an attempt to identify key strategies and initiatives that have worked and have been effective in consolidating behaviour leading to real change in terms of gender equitable attitudes.

### **Invest in Early Childhood Care and development (ECCD) and Education policies and programmes**

Early development programs have been proven to be effective in engaging both fathers and mothers in the development of their child. This is an important entry point for ensuring both healthy development as well as fostering more gender equitable attitudes.

Training programmes for parents should include discussions on gender roles and participation of men in child development. Men as fathers need to become role models for their children, both boys and girls, of someone who is equitable in his behaviour with his wife and the women in the family.

Consciously working on socialization of boys early in life while they are still developing their understanding of power structures and relationships between the sexes will help prepare them as men to accept the human rights of girls and women and to work with their sisters and mothers to champion work for the survival and development of the girl child.

### **Ensure that schools are safe spaces for both girls and boys by promoting gender equitable attitudes and through gender equitable curricula**

The years of education are a crucial stage in their journey through life. Schools need to provide curricula that addresses issues of gender based violence and provides spaces for girls and boys to engage in structured discussions and explorations of roles and challenge stereotypes that will help them better understand, respect differences and support each other's human rights.

Platforms that provide space for community members in institutions such as the school Management Committees (SMCs), Parent Teacher Associations (PTA's), community based organizations and children's groups need to be oriented on what gender equality means in the context of schools or communities and the implications this has for the lives of both men and women and boys and girls.

### **Enable boys and girls participation in the creation of policies on sexual and reproductive health**

Youth participation should form a key pillar of any effort to create a policy which aims to address adolescent issues, especially with regards to HIV and AIDS. Prevention strategies that involve both girls, who are at greater risk of infection, and boys, who hold more power over sexual decision making and are more likely to engage in risky sexual behaviour are more likely to be successful in achieving behavioural change.



## **Develop campaigns that encourage the public to question inequitable and sexist views**

Campaigns that promote and encourage collective attitudinal change are an important measure in challenging negative masculine behaviour and promoting equitable attitudes. For young people who spend much of their time tuning into radio and television broadcasts, as well as internet and social media websites, these campaigns can be an effective route for reaching large audiences.

## **Policy influence and Advocacy**

Current policy challenges in relation to transforming masculinities and engaging boys and young men involve the fact that policies remain "men-centric", most policies on gender issues make no mention of masculinities; There can be conflicting policies in different ministries or departments with divergent perspectives on masculinities and youth; and not enough is known about boys aged 10-13 (i.e. early adolescence). This makes creating targeted policies difficult.

These challenges require not only a new approach to integrating boys and men into the gender equality agenda, but new tools for ensuring this work is done effectively.

Key policies requiring a review to ensure men's engagement for gender equality are in the area of Education, Health, Human Rights, HIV and AIDS, Sexual and Reproductive Health (SRH), policies and laws addressing Violence Against Women (VAW). Engagement with nodal agencies such as the Ministry of Women and Child Development, Ministry of Human Resource Development and Ministry of Health and Family Welfare is necessary to review and revamp existing schemes.

Investing in longitudinal and multi-year studies, reviewing frameworks of policies that have elements of both Sanctions and Protections - protections put in place to prevent gender-based violence and sanctions/punitive measures against perpetrators of gender-based violence, development of Guidelines and standards to monitor media messaging based on gender stereotypes is necessary. Engaging women and women's organizations as the part of the movement in reaching the men is critical.

## **Specifically Engaging Men and Boys**

The primary data reveals the areas where men's and boy's engagement needs to be ensured. Work with boys and men needs to focus on helping them change their own perceptions of being fathers, brothers, and partners.

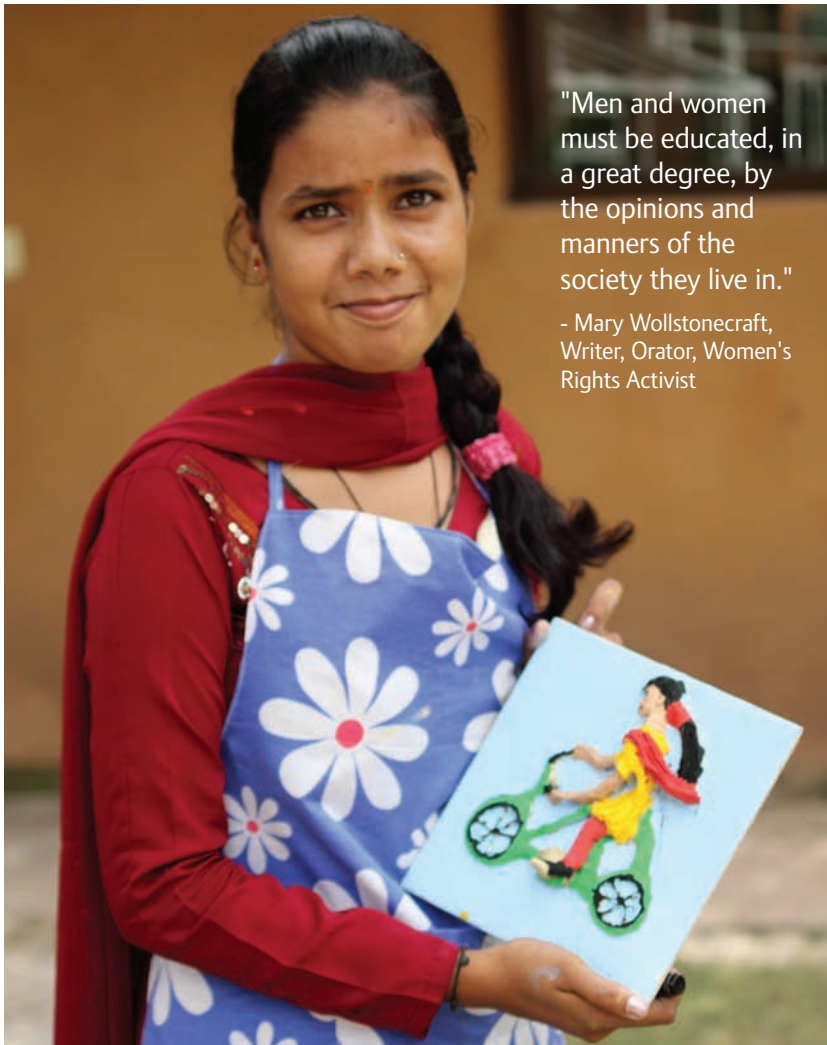
This needs to be on areas on decision making (in household matters, family planning and sexuality issues), changing the status of girls and women in the family (through better inheritance and ownership, choices of education, career and marriage) and work on the areas of women's and girls economic and political rights including right to information and mobility.

For this the men (young and old) need spaces - public and private where discussions and dialogues of the present day 'masculinities' and its effect on gender equality and the relationship between men and women needs to happen. There is a need for exploration of how men can engage through forming communities of men to address issues of violence, gender equality and the underlying unequal power structures that are harmful for both men and women.

## Conclusion

This report argues that there needs to be a shift in thinking from 'men and boys as part of the problem' to 'men and boys as part of the solution'.

Engaging boys and young men in working towards girls' rights has huge potential benefits for everyone. Together with their sisters, they can help ensure that girls go to school, that they are safe from violence, that they are not married young and against their will, that they do not bear the whole burden of work in the household, and that they can earn a living and play their part in society. Only when both sexes are involved in work on gender equality can we meet the challenge of building a more equal, violence free world for all.



"Men and women must be educated, in a great degree, by the opinions and manners of the society they live in."

- Mary Wollstonecraft,  
Writer, Orator, Women's  
Rights Activist



"Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance".

- Kofi Annan, Former Secretary General of UN

# 1 Introduction

## Background

### The Context

Gender inequality is an impediment to development. Some gains have been made in closing gender gaps. Many countries have passed legislation against gender discrimination and have outlawed practices that harm girls such as female foeticide, child marriages and female genital mutilation. An increasing number of girls are attending schools and completing their education; there are more women in public office, and women have more opportunities to participate in the economy. Empowering and educating girls and ensuring that they can engage as equal citizens is in everyone's interest.

However, everywhere in the world, girls and women are still disproportionately affected by poverty, injustice and discrimination. Gender-based discrimination and gender stereotyping are human rights infringements and contribute to cycles of poverty which may affect communities over many generations. Girls who are not allowed to go to school or who are married when they are still children face particular challenges which disadvantage them so that in the future, they are not be able to effectively promote the rights of their own daughters and sons.

Gender inequality is not about individual attitudes or behaviours. It permeates our structures and institutions where for the most part men are the primary authority figures. Girls and women continue to have lower social status than boys and men, less control over their lives, less decision-making power, and less access to services and economic resources. Gender stereotyping that promotes dominant traits of masculinity also affects the capacity of boys to develop healthy relations with girls, and limits their ability to grow up to become caring partners and fathers. For example, boys who are raised to be aggressive and to feel superior to women are at risk of growing up to be violent and abusive. Meaningfully engaging boys and young men in reframing healthy and non violent definitions of masculinity is critical in promoting the rights of girls and young women and ensuring that the goal of gender equality is reached.

### Gender Equality: In Context of Plan

Plan India's Country Strategic Plan (2011-2015) aims to implement child centered community development (CCCD) through seven key country programmes to ensure children's rights to protection, early childhood care and development and quality education, participation, health, drinking water and clean environment, improved standards of living and to life with dignity during emergencies. Working on the principles of non discrimination and inclusion, Plan India

is committed to integrating gender equality objectives and measures in all its programmes, policies, partnerships and operations. At the same time, we pursue specific programmes of empowerment for girls and women to close existing gender gaps and to support them to overcome inequality, discrimination and stereotyping.

## **The State of the Girl Child in India -Series of Reports**

The State of the Girl Child in India is an annual report published by Plan India which assesses the current state of the girl child in India. While women and children are recognized as specific categories in policy and planning, girls' particular needs and rights are often ignored. The reports which include the voices of boys and girls highlight various aspects concerning the girl child. The reports also make recommendation for action, showing policy makers and planners what can make a real difference in the lives of girls across the country.

In 2009, The State of Girl Child in India while giving an overview of the status of girls, focused on their economic empowerment, highlighting the fact that it is necessary to invest in girls' education and development to break the cycles of poverty affecting millions of families in the country.

The 2010 report looked at the lives of adolescent girls in the context of growing urbanization and digital revolutions that offer both opportunities and pose challenges for them.

The 2011, State of the Girl Child in India focuses on the engagement of men and boys towards gender equality. It includes the findings of a primary survey on the perspectives of boys and young men, girls and young women on gender issues and seeks to analyze interventions and programmes to involve boys and men in achieving gender outcomes and ensure the rights of girls and young women.

## **Structure of this Report**

The present report covers findings of a primary survey conducted across five states which were selected based on the child sex ratio (Census 2011), representative of both high and low sex ratios.

The first chapter is an Introduction to the study and provides the background to the issue, the study objectives, methodology, coverage, data collection and socio-demographic profile of the respondents.

Chapter two presents a review of literature that looks at research, interventions and programmes carried out by various organizations on the engagement of boys and men and girls and women in advancing gender equality. The review attempts to cover the development debate on men and masculinities in India undertaken by various organizations and academics over two decades. The chapter highlights the involvement and exploration of masculinities in the context of women's health and protection against violence.

The third chapter provides the findings and conclusions of the primary survey conducted by Plan India, which looks at the perspectives and attitudes of girls and boys and young women and men in the age groups of 15-35 years. The interviews and focus groups discussions with over 6000 respondents covers aspects of engagement of men and boys in the home

environment, their perceptions on economic engagement, gender roles and family influences. The prevalence of abuse and the role of safety nets - domestic, institutional and social and community based structures - was a key component of the interviews. Among the older group, questions also covered marriage, decision making on health and family planning.

The review of literature and primary survey findings clearly provide evidence that gender equality cannot be achieved by girls and women alone. It requires the participation and active engagement of boys and men. Chapter four sets forth recommendations on the potential and possibilities of engaging men and boys in advancing Gender Equality.

## Study Design and Sample

### Research Design

The research comprises of a desk review and findings from a primary survey conducted in five states representative of areas with high and low sex ratios in the country (Census 2011).

#### a. Desk Review

The desk review covers major researches, longitudinal studies and programmatic interventions seeking engagement of men and boys. Specific thematic areas include; Gender discrimination in Child Care, Involvement of Men and Boys to achieve gender equality, Gender based violence, Gender Disparity in Healthcare in India, Empowerment of Girls and, Discourse on Men and Masculinities.

#### b. Primary Survey

The primary survey entailed using both qualitative and quantitative research techniques for data collection. Structured questionnaires, focus group discussions (FGDs) and in-depth interviews (IDIs) were used for collecting information from children (10-14) years, youth and married men and married women in 15-35 years age group.

The primary survey was undertaken in five states from five different zones: North, Central, East, West and South. From each zone, one state was selected on the basis of prevailing sex ratio (refer Table 1.1) for 0-6 years.

**Table 1.1 States Covered for Primary Survey**

| Zone    | State         | Sex ratio |
|---------|---------------|-----------|
| North   | NCT of Delhi  | 866       |
| Central | Uttar Pradesh | 899       |
| East    | Bihar         | 933       |
| West    | Gujarat       | 886       |
| South   | Karnataka     | 943       |

## Quantitative Survey

For the quantitative data collection, 30 Primary Sampling Units (PSUs) were selected in each state. In rural areas, revenue villages were considered as PSUs, where as in urban areas, urban wards were considered as PSU.

For selection of individual respondents, two systematic steps were followed:

### Step 1: Selection of PSU

The total number of PSUs to be selected within a state was distributed proportionately between rural and urban areas on the basis of proportion of rural/urban population of the state. Post proportional distribution, the required number of PSUs was selected using PPS (Proportion Probability Sample).

### Step 2: Selection of Respondents

The entire PSU was divided into two parts, approximately with equal number of households. One centre point was selected in each PSU. Boys and men were selected using the left hand side of the centre point and girls and women on the right hand side. Every fifth household was checked for the availability of an eligible respondent. This process was continued till the completion of required number of interviews.

The following survey tools were used to elicit information:

- Quantitative questionnaire for children in the age group 10-14 years
- Quantitative questionnaire for adolescents, youth, men and women in the age group 15-19 years, 20-24 years and 25-35 years

In all, 6,011 respondents were contacted for the study. State wise sample size (boys and girls and young men and women) is as per Annexure 1 (Table 1).

The social profile of respondents is summarized below.

### Respondents in 10-14 Years of Age (Boys and Girls)

- The mean age of boys and girls covered during the study is 12 years.
- Majority (87%) of the boys and girls are Hindus while 12% are Muslims.
- One third (32%) of the boys and girls belong to Other Backward Castes (OBC). Around one fourth each belong to Scheduled Caste (25%) and General caste (24%). 12% belong to Scheduled Tribe and 2% in others. Those who do not know which caste they belong to account for 5% of the total respondents.
- In terms of education profile:
  - Overall, 5% of the respondents were illiterate (7% girls and 3% boys).
  - One fifth boys and girls respectively were pursuing primary education while 42% boys and 35% girls had completed primary education.



- 35% boys and girls respectively were in middle school.
- Only 5% of boys and girls respectively reported currently working.

#### Respondents in 15-35 years of age (Men and Women)

- Three sub-groups amongst respondents in 15-35 years of age include:
  - Adolescents in the age group of 15-18 years who were mostly school/college going students.
  - Youth in the age group of 19-24 years who were mostly newly married or eligible for marriage in terms of age.
  - Young men and women in the age group of 25-35 years who were mostly married couples with one or two children.
- The mean age of the males and females covered in the above three age groups is 16 years, 21 years and 30 years respectively.
- Majority of the respondents covered in the study are Hindus (86% in 15-18 years age group; 87% in 19-24 years age group and 89% in 25-35 Years age group).
- In terms of education profile:
  - Overall, 17% of the respondents in 15-35 age group were illiterate (12% men and 22% women).
  - Nearly one third respondents have completed less than secondary education (below class 10). 38% had completed secondary or senior secondary education (class 10 to 12).
  - Gender wise, lesser percentage of women had completed secondary or senior secondary (34%) in comparison to men (41%). Similar proportion of male and female respondents had completed less than secondary education (37% of males and females respectively) and graduation and above (8% of males and females respectively).

### Qualitative study

#### Focus Group Discussions

The Qualitative survey comprised of 12 FGDs amongst respondents from different age groups. Three FGDs each were conducted among respondents from 10-14 years, 15-18 years, 19-24 years and 25-35 years age. State wise number of FGDs undertaken is as per Annexure 1 (Table 2).

The selection of respondents for FGDs was done purposively. Separate guidelines for FGDs were developed for the following stakeholders:

- Children in the age group of 10-14 years
- Adolescents, youth, young men and women in the age group of 15-19 years, 20-24 years and 25-35 years

## Case Studies

Two case studies were documented in each state. The cases were selected on the basis of men's involvement in any significant innovative programmes.

All the research instruments were translated into regional languages and bilingual tools were used for data collection. The research instruments were translated into three different languages i.e. Hindi, Kannada and Gujarati.

## Field Work and Analysis

### Training and Fieldwork

A two days training was organised by the field executives at respective field centres. The research instruments were exhaustively discussed with the teams and probe areas identified.

The fieldwork was carried out by an experienced team of interviewers and moderators. For the quantitative survey, five teams were used per centre with a team composition of 2 male and two female Interviewers. Each team was overseen by one Supervisor.

The Focus Group Discussions (FGDs) were carried out by two teams, one each for FGDs with males and females respectively. Each team comprised of a male moderator and a male recruiter and the other team with a composition of a female moderator and a female recruiter.

Fieldwork was carried out during the month of August 2011.

### Data Processing and Analysis

All the filled-in questionnaires were edited in the field on the same day so that the respondents could be contacted in case any additional or missing information was required. The completed questionnaires were dispatched at a regular interval from the field to the Delhi office for data entry. Prior to data entry, the filled questionnaires were scrutinized.

The quantitative data entry was done using Census and Survey Processing systems (CS-Pro) package. Following the completion of data entry, frequency for all variables was checked and data was cleaned simultaneously. Analysis of the quantitative data was undertaken by in-house analysts with the help of Statistical Package for the Social Sciences (SPSS 13.0).

The FGDs were audio recorded. The transcripts were then entered in spread sheets. A spread sheet was prepared for entering the text in relevant text boxes to help in content analysis.

### Limitations of the Study

Though considerable rigour and effort has been put in the design and collection of data, there are some constraints and hence limitations of the study:

**Desk Review:** Efforts have been made in the desk review to include relevant projects implemented on men's and boys enegement on development issues. However, in India, the

work on this area is still evolving and hence the availability of information in terms of results from such programme interventions is still limited.

**Primary Survey:** Though effort has been made to provide possible explanations for data resulting from co-relation of different segments, the analysis is limited as there may be multiple reasons for such co-relationships.

Data relating to views of the respondents on gender stereotypes has the limitation of being a self-reported data.

"Men must teach each other that real men do not violate or oppress women – and that a woman's place is not just in the home or the field, but in schools and offices and boardrooms."

- Ban Ki-Moon, Secretary General of UN



# 2 So What About Boys?

## A Review of Approaches to Programming and Policy on Engaging Men and Boys for Gender Equality

Gender is a social construct and the concept of gender refers to the norms, expectations and beliefs about the roles, relations and values attributed to girls and boys, women and men. These norms are neither invariable nor are they biologically determined. They change over time and are learned from families and friends, in schools and communities, and from the media, government and religious organizations. While cultural diversity is a precious resource, traditions and culture can also be a source of discrimination, exclusion and the violation of children's rights.

Gender equality and children's rights are inherently interlinked. Gender discrimination, gender stereotypes and gender inequality are among the root causes that prevent children from realizing their rights to survival, development, protection, participation and an adequate standard of living.

Stereotypes of masculinities and femininities prevent girls and boys, women and men from developing healthy relationships based on mutual understanding and respect. They are barriers to the equitable sharing of responsibilities in families for household decisions and child rearing.

Work on gender is complex. It questions who we think we are and how we perceive ourselves in terms of others. It is about social transformation - and social transformation is never a direct process of change; it involves conflict along the way. There are thousands of girls and women around the world who take personal risks every day in standing up to power.

There has been a significant shift in international development practice in its work with women. Between the 1970s and the 1990s, working with women (WID - 'Women in Development') became working on gender (GAD - 'Gender and Development'). The idea was to move from a focus on women to the social, political and economic relationships between the sexes in order to challenge inequality between men and women. This approach also recognized that inequality stems from gender stereotypes, for both men and women, and the social values attached to those stereotypes, rather than from the biological differences between the sexes. This was intended as a fundamental move away from programming with women in isolation to understanding the wider context of what sustains oppression and discrimination as the underlying causes of poverty. However what seems to have happened in practice is that programmes generally continued to work with women. This led to an assumption that a gender programme was 'women only'.

## Why Engage Boys and Men in Gender Equality?

The debates about involving men and boys in gender equality programmes are not new - many projects and programmes have been running for a decade or more. But there is renewed interest in this approach. This may be the result of the economic crisis and its effects on both women and men in terms of employment. It may also be due to the realization that despite real progress in some areas and major successes achieved by the women's movement, little has changed for millions of women; and for some, the situation has even deteriorated.

Girls' and women's rights are also human rights. Boys and young men need to be able to participate in the realization of a more equal world and be able to see how it would be good for them as individuals. Besides, discrimination against girls and women does not happen in vacuum. It happens within an established system of power where violence against women and girls is all too frequent - and is often condoned by society. The focus of most work on gender based violence has been on women and on supporting them when they flee from violent husbands or partners. This work is absolutely essential. But what has been missing until quite recently is an analysis of why men - particularly young men - are violent, and what can be done to stop it. When young men buy into rigid versions of masculinities, they may experience violence, especially, but not only, if they are perceived to be deviating from dominant masculine behaviour. The pressure to conform can leave many young men vulnerable to substance abuse, unsafe sex, school drop-out, risky behaviour like dangerous driving, and failing to seek help for health problems, be they mental or physical. Part of the answer therefore also lies in working with boys and young men as their behaviour and perceptions of themselves and of the opposite sex are being formed. Until this work is recognized and expanded - and then joined up with the work with women - the focus will continue to be on the problem rather than the solution.

In societies where there has been significant movement towards equality, gender equality has too often meant more freedom for girls and women to define themselves in new ways but little corresponding change for boys and young men. A new perspective on gender is about a more productive way of viewing power relationships to the benefit of both sexes. It is about deconstructing the dominant norms of how power exists in gender relations, and then reconstructing power in new ways that benefit both sexes.

**“No nation, no society, no community can hold its head high and claim to be part of the civilized world if it condones the practice of discriminating against one half of humanity represented by women.”**

– Manmohan Singh, Prime Minister of India

### What boys and young men gain from gender equality

More rewarding and equal relationships with female peers and relations

Healthier and more fulfilling inter-personal relationships between young men, and between young men and young women

Greater freedom to define themselves according to their own values rather than traditional gender norms

More freedom to be themselves and to show all sides of their personality

Reduced violence: boys and girls benefit when we break the intergenerational cycle of violence

Greater freedom to choose what they are good at and enjoy doing even if it is not within the traditional view of what a man should do or how he should behave

Greater personal security and health, especially for boys and young men who do not conform to gender stereotypes.

## Programmes and Policy Interventions for Advancing Gender Equality

The review of research studies and documentations of relevant program and policy intervention attempts to list and understand the various initiatives undertaken to address discrimination against girls and women manifested as gender based violence, economic disparities, health care and reproductive health inequities and harmful traditional practices in India. (Annexure 2.1). In addition interviews with Development Practitioners in India working on intervention models of engaging men and boys were conducted to develop an understanding of the challenges and opportunities provided by their work in the area. (Refer Annexure 2.2).

Key thematic areas for the desk review included i) Gender discrimination in Child Care, ii) Involvement of Men and Boys to achieve gender equality iii) Gender based violence iv) Gender Disparity in Healthcare in India v) Empowerment of Girls and vi) Discourse on Men and Masculinities

The Indian Constitution guarantees equal rights for men and women. The Government of India is also a signatory to various international instruments relating to women's rights including the Committee on the Elimination of Discrimination Against Women (CEDAW). It is also committed to promoting Gender equality and empowering women in education and health as a key indicator for achieving the Millennium Development Goals (MDGs). Yet girls and women in reality face discrimination at every stage of her life cycle (Table 2.1). Her right to survival is threatened even before birth with prenatal sex selection leading to termination of births of millions of girls in the country. In the age group of 0-6 years, the Census 2011 revealed a sex

ratio of 914 girls to 1000 boys an all time low since Independence. Except during early infancy, mortality rates for girls are higher than boys. (Sample Registration System, 2004-06).

Gender inequity in health is a human rights concern. It cuts across all other forms of discrimination, and represents an added bias, denying women of their rights and freedom to choose and avail services required by them. As indicated by the National Family Health Survey (NFHS-3, 2005-2006), women continue to have a limited role to play in key decisions related to maternal and child health with only 27% exercising their right to decision making for their own health care. The Maternal Mortality ratio though estimated to have declined from 400 maternal deaths per 100,000 in 1997-98, still remains high at 212 in 2007-2009.

**Table 2.1: Nature of Discrimination Faced By Females during the Course of Her Life Cycle**

| Phase        | Type  |
|--------------|---|
| Prenatal     | Prenatal sex selection, battering during pregnancy, coerced pregnancy (rape during war)   |
| Infancy      | Female infanticide, emotional and physical abuse, differential access to food and medical care  |
| Childhood    | Genital cutting; incest and sexual abuse; differential access to food, medical care, and education; child prostitution  |
| Adolescence  | Dating and courtship violence, economically coerced sex, sexual abuse in the workplace, rape, sexual harassment, forced prostitution  |
| Reproductive | Abuse of women by intimate partners, marital rape, dowry abuse and murders, partner homicide, psychological abuse, sexual abuse in the workplace, sexual harassment, rape, abuse of women with disabilities |
| Old Age      | Abuse of widows, elder abuse (which affects mostly women)   |

Source: Heise, L. 1994. Violence against Women: The Hidden Health Burden. World Bank Discussion Paper, Washington. D.C. The World Bank.

Studies on gender equality show various aspects like traditional views on gender roles and fertility, focusing primarily on attitude of men towards gender equality and having children. One such study provides the evidence from Finland (a country with high gender equality both at the public and the private spheres). The study aimed at assessing the intention to have another child and examined the intentions of becoming a parent among childless respondents and the ideal of having many children. The study highlights the relationship between traditional and egalitarian gender roles and fertility, focusing primarily on attitude of men towards gender equality and having children. It concluded by stating that there is no relationship between gender roles and intentions of having a child. (Anneli Meittinen, Stuart Basten, Anna Rotkirch, March 2011)



## Gender Discrimination in Child Care

Addressing the adverse effects of severe malnutrition seen in many parts of the country has become a major concern for policy makers and implementers. Inadequate or poor diet and repeated exposure to diseases and illness, combined with improper care during childhood are the major causes of malnutrition among children especially girls. Malnourished girls will grow up into malnourished adults and as mothers will perpetuate the cycle of malnutrition.

Gender inequality in the treatment of children has often been found to be the major reason for the differentials in mortality of boys and girls. Varying degrees of discrimination of the girl child in both preventive and curative care have also been reported in India. Studies have attempted to use data from health surveys to analyse these trends. In one such study, information was collected from the National Family Health Survey-2 on breastfeeding, supplementary feeding, immunisation, and treatment sought for common childhood illness, to analyze gender differentials for these indicators of child health care for major states of India. The study also addresses some of the major determinants of gender differentials like sex-linked differential treatment of children on the basis of gender in child care (Dr. Anbu, Pondicherry University [www.iassh.org/web-abs/76.pdf](http://www.iassh.org/web-abs/76.pdf)).

Another analysis of data from three rounds of the National Family Health Survey (NFHS-1, 2, 3) indicate that the gender gap has decreased for at least some indicators of child care. For instance, differences in the proportion of male and female children who received full immunization increased between the first and third round of NFHS. The differences in proportion of male and female children aged 6-14 years attending school has also declined. The gap has remained constant for difference in the median duration of breast feeding as well as in nutritional status of male and female children. However gender disparities persist to the disadvantage of the girl child where mortality in the age group of 1-4 years is concerned. This is an age where care is more important than genetic factors in determining mortality risks. And although there has been a marginal improvement in the nutritional status of children, the prevalence of malnutrition in children in India is one of the highest in the world with more female children malnourished in comparison to male children in India (Ravendra Kumar Sharma et al. ICMR, 2010).

The findings of a study conducted in Bihar on the status of malnutrition among girls and boys suggest that there appears to be greater malnutrition amongst the boys in Bihar. However it gives a possible explanation to this as a synergy between inadequate food intake compounded by repeated episodes of childhood diseases such as diarrhoea and other parasitic diseases that may be further aggravated by inadequate treatment of such illnesses. It goes on to recommend that in order to ensure inclusive growth for all in Bihar, concerted efforts have to be made to address the issues of child nutrition and healthcare for the girl child in particular and all children in general. (Babita Sinha, 2009).

Traditional practices such as son preference have contributed to the discrimination of the girl child leading to female foeticide and infanticide. A study based in Uttar Pradesh, attempted to elicit the reasons for continuing discrimination of the girl child and highlighted the knowledge gaps in gender equality. The study findings indicate that discrimination prevails because girls

are still seen as an economic burden on the family. They are married off at an early age which then becomes a major reason for the high morbidity among young mothers. This early motherhood also curtails the educational and employment opportunities for a girl/ woman, thus having adverse effects on them as well as their children (Social Action Forum for Manav Adhikar).

## Involvement of Men and Boys for Gender Equality

Programmes that target men and boys for health care interventions use one of the three approaches, or a combination of the following: i) serve men as clients, ii) involve men in improving women's health, or iii) work directly with men and boys to promote a positive shift in gender norms, away from attitudes and behaviours that undermine women's and their own health and well-being. Peer pressure may also lead boys and young men into unsafe sexual behaviour again resulting in health concerns for them and their partners (ICRW and Instituto Promundo, 2007).

Gender stereotyping also affects boys and men and assigns to them roles of social responsibility and the need to earn as the bread winner for the family. Poverty drives many to work in the harshest of conditions leading to injuries, violence and abuse, crime and imprisonment. Achieving gender equality requires systematic changes in policy and modes of social interactions at all the levels of the society. (Advocacy Brief, UNESCO, 2004)

A discussion paper authored by Alan Greig, Aparna Basnyat and James Lang and titled "Men and the Prevention of Gender-based Violence, A Conceptual Framework for Policy Change;" was prepared for a UN interagency initiative -the UN Asia Pacific Regional Programme "Partners for Prevention: Working with Boys and Men to Prevent Gender-based Violence"<sup>1</sup>.

The discussion paper proposes a comprehensive framework for developing policies that respond to gender-based violence and suggests the following:

- **Sanctions and Protections** - protections put in place to prevent gender-based violence and sanctions/punitive measures against perpetrators of gender-based violence.
- **Rights and Empowerment** - understand and deal with Gender based violence by addressing social and economic as well as legal and political rights;
- **Norms and Values** - addressing the oppressive norms and values that underlie gender-based violence.
- **Internal Advocacy** - Promoting gender sensitivity of male-dominated institutions and developing political will to create, enact and implement laws and policies
- **External Pressure** - The state and policy makers of the state need to be held accountable by external parties such as civil society groups which can pressure policy makers and state institutions to change.

In their paper "Construction of Masculinity in India: A Gender and Sexual Health Perspective"<sup>2</sup>, the authors discuss the development of masculinities through socialization in childhood. Young men while growing up have little contact with female peers, and families reinforce the gender stereotypes with boys enjoying autonomy, mobility, opportunity and power while girls endure

restrictions on mobility, burden of household chores, and control over their interactions with males. This is also seen in the kind of sports enjoyed by boys (outdoor - football, cricket and boxing) while girls are involved in restricted games. Media messages about women and girls further perpetuate stereotyped sexist images. Studies on construction of masculinities conducted among young men in low income communities show that the construct is in language and expressions used to describe gender attitudes in terms like 'asli mard' (real man). According to these constructs a real man should be daring, courageous, confident and command respect. A description of violent behaviour was perceived as an integral part of being a 'real man'. This included sexual behaviour that young men engaged in to assert their masculinity. This included unwarranted, unsolicited verbal comments, whistling, jostling, touching and harassing in public places. Masculinity and sexuality are linked through sexual health anxieties, coercive sexual behaviour and sexual contact, ideas about female sexuality and attitude towards male to male sex. This also included risky sexual behaviour. Control of young girls by fathers and brothers and later of wives by husbands is a part of this masculinity. Recommendations relating to programme and research implications included need for intensive efforts in education to break existing stereotypes, awareness generation and sensitization to establish equality; creation of youth culture to foster positive sense of masculinity; Sustained efforts to involve men in the family; School and community based programmes to involve parents, teachers and students; provision of information and services that address changing needs of society.

## **Gender Based Violence**

The issue of gender based violence has been highlighted in a detailed manner in many research studies as has its manifestation in the form of sexual abuse, courtship violence, coerced sex, extortion, rapes and unwanted pregnancies. Studies among young boys and girls show that although boys may have a lower tolerance for frustration, and a tendency towards rough-and-tumble play, these tendencies are marked by the importance of male socialisation and peer pressure into gender roles.

Promoting gender equality through deconstructing practiced masculinities and reconstructing roles to highlight positive attitudes is therefore essential to reduce gender based violence. A UNFPA research paper recommends i) School initiatives to prevent violence against women ii) Community interventions to empower women and engage with men iii) Media interventions to alter gender norms and promote women rights iv) Programmes engaging males and females together.

Women's Studies and Societal Development Unit, India supported by One World South Asia initiated a community based project in two Gram Panchayats of Rajasthan using Information and Communication Technologies (ICT) interventions to empower women and sensitise men towards gender-based violence (GBV), female foeticide and health related Millennium Development Goals (MDGs). This was done through community linkages, trainings and use of local language for explaining various aspects of GBV. Some of the positive results of the project have been the creation of a pool of gender sensitized community and empowered women who are standing up against social evils and working together in moving forward towards health related MDGs. (Nirupama Prakash; Published by Indian Council of Medical Research, India as

part of International Conference on "Gender Based Violence and Sexual and Reproductive Health", Nov. 2009).

School, community and media interventions can promote gender equality and non-violent relationships by addressing gender stereotypes that allow men more power and control over women. There is evidence that the success of some microfinance programmes in empowering only women without engaging with men may actually cause friction and conflict between partners, especially in societies with rigid gender roles. It is important, therefore, to engage both men and women and boys and girls in interventions that promote gender equality and prevent violence against women. (World Health Organization, 2009)

### **HIV Prevention through Gender Focus**

In India, young people aged 15-24 years account for 37 percent of people living with HIV (IIPS - International Institute for Population Sciences and Macro International 2007). Although there is increasing awareness of the role that gender norms play in fostering partner violence and HIV risk for young men and their sexual partners, few interventions have attempted to influence these norms as a key strategy for HIV and violence prevention. Fewer evaluation studies have attempted to measure the impact of prevention interventions that focus on gender related issues, including changes in support for inequitable gender norms.

The 'Yaari-Dosti' is a project that that the Horizons Program, CORO for Literacy, MAMTA, and Instituto Promundo developed, piloted, and scaled-up as a behaviour-change intervention, specifically, aiming to:

- Adapt the Gender Equitable Measurement (GEM) Scale, initially tested and developed in Brazil, to the Indian context for use as an evaluation tool
- Test the impact of peer-led group educational activities and community-based social marketing campaigns in promoting gender equitable attitudes and behaviours and safe sexual practices among young men from low-income communities in Mumbai
- Adapt and test the effectiveness of peer-based group educational activities among young men in rural settings in Gorakhpur, Uttar Pradesh

The results of this study indicate that young men became less supportive of inequitable gender norms after participating in the interventions, whereas in the comparison groups, there tended to be little or no positive change or the changes were in the wrong direction. Similarly, there were significant improvements among intervention participants-but not participants in the comparison groups-in key outcome indicators, including condom use, partner communication, partner violence, and attitudes toward People Living with HIV(PLHIV). The evidence suggests that including a gender focus in HIV prevention and care programmes with young men is a successful strategy, and one that should be regularly taken into account. (Verma, Pulerwitz, Mahendra, Khandekar, Singh, Das, Mehra, Nura, Barker, July 2008)

International Planned Parenthood Federation African Region Office (IPPFARO) commissioned a review of its projects Promoting the Involvement of Boys and Men in Reproductive Health and HIV/AIDS in Lesotho and Uganda. The purpose of the review was to provide information of the programs dealing with male involvement and generating information useful in developing a

toolkit on how to involve men in Sexual and Reproductive Health (SRH) interventions. The findings show that some of the barriers hindering access to boys and men relate to lack of information on adolescent SRH issues, sexuality, inadequate socialization skills, SRH service affordability and rigidity in terms of accepting advice from providers. Study results also indicated that the knowledge of signs of complications before, during and after delivery is low among men. Given that men are key decision makers in the family, this is critical especially as it touches on the health of women and children. Delayed decisions to seek medical care or lack of it, during pregnancy related complications have led to maternal deaths. The study results pointed that men's involvement in reproductive health and HIV/AIDS needs to start with change of attitudes towards their own health seeking behaviour and that of their female counterparts. Men need to have more knowledge about safe motherhood and mode of operation and use of female based contraception for more acceptance of the methods to promote female reproductive health. Male attitude towards contraception also need to change. What is necessary are forums for discussions of SRH issues to be put in place to encourage discussions between parents and children, teachers and students and even health providers and young clients. (Center for the Study of Adolescence (CSA), Kenya; Nov. 2008.)

### **Empowerment of Girls through Life Skills Training**

In 2008, Population Council conducted a study that infers that programmes focussing on life skill training generate interest but social barriers impede efforts to help girls improve their financial status. Girls are less likely compared to boys to remain unmarried into their twenties, complete middle school, or generate income. Existing social norms ensure that they have limited control over their life choices, and are less likely than boys to be allowed mobility within or beyond their immediate community. Despite general acceptance of girls and their parents towards life skills training, often a short term intervention had little overall impact. This is partly due to the social barriers that needed to be addressed in any economic programmes for the youth. The study also showed that there was no impact on girls' perceptions of gender roles or self-esteem. Girls' mobility also remained limited, but parents of participating girls did allow them to attend group sessions and eventually, training outside the community, indicating that parental support is a key element of interventions to expand girls' life choices. The review indicates that the provision of life skill training and education for girls and women is an advantage that can improve and enhance the overall development of the women. (Population Council, 2008)

### **Gender Equity through Education**

Focussed interventions are required to secure meaningful and sustainable access to education for all. Despite strong economic and social evidence of the high returns to female education, most communities continue to under-invest in female education. Economic and social status also affect gendered patterns of access, with girls continuing in secondary and higher education belonging predominantly to higher income and social groups. While gender inequalities intensify with poverty, caste inequalities and geographical location (particularly in underdeveloped rural areas), particular gender-differentiated ideologies cut across all social groups, explaining why in all social groups, girls lag behind boys in access to and participation in education.

To ensure gender parity in education levels to achieve Goal-3 of the Millennium Development Goals by 2015, India needs to promote female participation at all levels. Data from Census 2011 pegs the overall literacy levels at 65% (Source: Census 2001). Trends for the last fifty years has shown more than double the increase in male literacy rates and ten times increase in female literacy rate. And while female literacy has considerably improved over the last decade, showing a progress of nearly 21% compared to progress in male literacy (18.26%), disparity persists in the literacy rates of males and females.

An analysis of data indicates that many states of the country have shown significant improvement in girls' enrolments in the six years between NFHS I (1993) and NFHS II (1999). Low performing states have witnessed especially high increases such as the states of Rajasthan (23% increase), Uttar Pradesh (21% increase), Madhya Pradesh (16% increase), Andhra Pradesh and Bihar (16% increase respectively). The states of Haryana, Maharashtra, Punjab, Kerala and Tamil Nadu that had high levels of enrolment have continued to maintain high enrolment levels during the period as well. Despite such impressive gains in the participation of children in schooling, a large number of girls still face difficulties in entering school and continuing with their studies. Challenges in achieving gender parity remain significant, and recent policy initiatives are silent on many of the critical issues of quality and mainstreaming gender within the education system as a whole. Lessons since the mid-1980s point to the need for intensive process-based, multi-sectoral approaches in order to sustain gains made in enrolment rates. Whether this is within the capacity of the existing educational architecture, or is possible without major administrative reforms, is the most important question. Further, the impact of the increasing commercialisation of schooling and the rise of diverse providers needs to be better understood and addressed (Bandyopadhyay, Subrahmanian, April 2008).

## **The Discourse on Men and Masculinities in India**

One of the significant movements in men's engagement for gender outcomes has been the knowledge discourse that has happened in India and South Asia. This has been mainly in through academic institutions and in terms of developing an understanding and creating knowledge base on Men and Masculinities.

In India, the need for engagement of men was felt and initiated by women's groups. Having worked with the communities for years, they realized the need to include and engage in dialogues with men. This initial stage of work saw discussions, workshops and conferences (International and South Asian) and models of interventions focussing on men being piloted. Films were made on issues of masculinities and campaigns such as the Men's Action for Stopping Violence Against Women (MASVAW) campaign in UP reached out to men. Academic research on the issue developed through the years, though actual projects implemented on the ground still remain limited in number.

Though many studies advocated men's engagement in addressing Gender based Violence (GBV), the actual programming involving men have been initiated only in the recent years. There needs to be further investment in this area through diversification of issues being focused on and exploration of interventions that are capable of creating communities of men engaged in addressing Gender Equality. Hence information at present in terms of actual results

from programmes involving men is limited. Some of the results emphasize on possible use of mass media with community mobilization, campaigns that are led by men to mobilize men, need for rigor in evaluations and the capacity building of partner organizations on understanding of gender and masculinities.

## **Men's Action to Stop Violence Against Women (MASVAW)**

MASVAW is a network of individuals and organisations that functions as a large grass roots campaign, active in the Indian states of Uttar Pradesh and Uttaranchal. These men and boys have decided to bring about a change within themselves and in others in order to remove gender injustice.

The MASVAW campaign offers a chance for boys and men to raise their voices publicly against violence, against women, and gender inequality. MASVAW is also a watchdog, working with the police, doctors, lawyers, boys and men in universities, schools and the media.

Three young men – Mohamed Anas, aged 16, Ashutosh Bhatt, aged 17 and Sri Prakash, aged 18 – from Lucknow College share their experiences of combating violence in their school.

“Initially MASVAW came to our school every two weeks and held discussions, but we didn't pay much attention. We used to treat these group discussions like a free period.

Today, if we have any free time we use it for discussions on gender equality and violence against women and girls. We needed to show that all boys are not violent, and that is why we formed a group. Because of some men, all men cannot be labelled as violent.

The biggest change we see in ourselves is that now we know what abuse means. The way we define abuse has changed itself. Today, we feel so connected to this work, that we know we will continue to spread the message when we go to university. This work won't stop when we finish school.”

A limitation that comes up during the discourse of men's involvement has been that the focus of engaging men has been primarily through initiatives related to gender and SRH issues. Apart from this being a narrow focus, it cannot be denied that men may need their own spaces to address men's needs and vulnerabilities that are separate from the gender discourse that is presently focused on women's issues. Gender discourse as it exists today with focus on women's rights may not be able to create long term associations for men, especially when addressing disadvantaged men. Also in the women's rights arena, the gender lens has been a tool to look at the various aspects of life where women feel discrimination be it at home, workplace, violence encountered or prejudices faced. The argument that women need to be at the centre and in control of the movement that speaks of their rights is also valid and some groups feel that the scarce funds and resources may be diverted from women's issues. As one Development Practitioner says "Patriarchy gets reinvented unless spaces are created where men question the power structures among men-and understand that there is no absolute power and all of us have experienced powerlessness; And understand how in India, present day concept of 'masculinities' contributes to violence. Violence is created and reinforced only through masculinities and all hierarchies use masculinities for its own sustenance and consolidation".

## Gender Equity Movement in Schools - A case study

Inequitable gender norms affect the health and lives of boys, girls, men and women around the world and at all levels of society through multiple pathways. Yet there has been limited engagement of both girls and boys during early adolescence to challenge and shift gender norms that contribute to girls and women having less worth, opportunities and decision-making ability than boys and men. Such inequitable gender norms can have a host of harmful consequences for girls and boys during childhood and beyond, including poor sexual and reproductive health (SRH) outcomes.

In response, the International Center for Research on Women (ICRW), in partnership with the Committee of Resource Organizations for Literacy (CORO) and the Tata Institute for Social Sciences (TISS), developed a school-based program entitled "Gender Equity Movement in Schools," or GEMS, for students in Grades VI and VII. GEMS promotes gender equality by encouraging equal relationships between girls and boys, examining the social norms that define men's and women's roles, and questioning the use of violence.

GEMS was a multi-site project implemented in Mumbai (Maharashtra), Kota (Rajasthan) and North district (Goa) by ICRW in collaboration with government and local partners such as CORO, TISS, Ritinjali and Sangath. In Kota and Goa, this initiative was layered on and integrated into existing school health programs of the partners. In Mumbai, it was implemented as an independent initiative in 45 Municipal schools, and included a rigorous evaluation design. The three year pilot phase (2008-11) was designed such that the first two years demonstrated "proof of concept", and the third year used as a transition phase for preparing ground for scale-up.

**"Proof of Concept" Phase** - To inform this phase, formative research was conducted with students of age 12-14 years to understand how school children construct gender and violence, what are the primary determinants of these constructions, and how best to address them in school settings. Based on the findings, intervention that consisted of group educational activities to engage both boys and girls; a school-based campaign; and teacher-sensitization activities was designed. Using a gender transformative approach, all activities focused on engaging students in meaningful and relevant discussion, reflection and introspection. ICRW also developed an impact evaluation model that utilized a quasi-experimental design with three arms: 1) group education activities and the school-based campaign; 2) only the school-based campaign; and a control group with no GEMS intervention.

A total of 10 group education activities (GEA) were developed and implemented during the first academic year (2008- 2009) with students of grades VI and VII around gender, body and violence. Participatory methods such as role-plays, debates, and activity-based discussions were extensively used. This was followed by school-based campaign. In the subsequent academic year, 15 GEA sessions were conducted around gender, relationship, emotion, violence and communication, followed by another round of campaign. This approach of group session and school-wide campaign ensured that in addition to individual reflections, a critical mass was exposed to the messages and that immediate groups of peers were created that were supportive of the gender equitable norms.



In order to measure the impact of the intervention, baseline, 1st follow-up survey (after 1st round of intervention) and 2nd follow-up survey (after 2nd round of intervention) were conducted. Evidence has demonstrated highly promising results. Boys and girls in the intervention schools were less supportive of inequitable gender norms, whereas no change, less change, or negative change was observed in the control group. In the group education settings (GEA+) the percentage of such students increased from 12% to 38%. In schools that participated in the school-based campaign only, equitable attitudes increased from 7% to 23%, whereas no significant change was observed in the control schools. Specifically, key sexual and reproductive health and gender based violence (GBV)-related indicators such as perception of students towards girl's education, relationships, sexuality and sexual violence improved in the desired direction in the intervention areas.

**Transition phase - Preparing the ground for scale-up** - Leveraging on the initial evidence and interest among authority and schools, year 3 was designed as a phase for preparing the ground for potential scale-up of the GEMS. More systematic work with the system, at the municipal, ward and school level was initiated to explore and utilize the available entry points/ spaces or "pegs" using three-pronged advocacy strategy - a) Advocacy and proactive engagement with the Mumbai Municipal Corporation for institutionalization and scaling up; b) Advocacy with the school level headmasters and teachers to initiate teachers training programs and institute GEMS Group within the schools; and c) Engagement with parents and community surrounding schools to gain larger community based support to the GEMS activities within the schools. Series of advocacy meetings were held at different level to discuss and address some of the critical questions - why gender discussion in school? Who will do it? How can we do this without disrupting academic curriculum and burdening teachers? Where is the fund? Promising research evidence and positive feedback from teachers and headmasters helped tremendously in this process. We also explored different opportunities and entry points such as pre-service and in-service training of teachers, gender budgeting, revision of women's empowerment policy and resource center for women at ward level as negotiating spaces for the inclusion of gender and to sustain the existing efforts.

**Proposed scale-up phase** - Encouraged by these discussions and positive response from the educational authorities, ICRW, CORO and TISS proposed strategies and activities to find sustainable and effective ways to implement critical elements of GEMS and document to provide a 'proof of implementation' for scale-up and eventually institutionalization. We decided to scale-up GEMS in 250 Brihan Mumbai Municipal Corporation (BMC) schools and provide tools, technique and evidence on 'proof of implementation' for institutionalization.

The proposed strategies include continued advocacy with municipal and appropriate government authorities, capacity building of teachers and support to implement GEMS, networking with community based organizations to expand the civil society program and advocacy base, and leverage other funding sources for continued scale-up. In addition, ICRW also proposes to undertake in-depth study of those students who were exposed to the GEMS to generate evidence on how and to what extent attitudinal changes have translated into the positive reproductive health outcomes with exposure to the limited pilot intervention.

We have received permission to implement GEMS in 250 schools from BMC and are in process of getting buy-in from the individual schools. Through this, we are likely to reach around 70,000 students in next three years.

## Breakthrough's Bell Bajao! Campaign - A case study

**Background:** Breakthrough is a global human rights organization that uses the power of media, pop culture and community mobilization to inspire people to take action of dignity, equality and justice. Based in India and United States, Breakthrough addresses critical global issues including violence against women, sexuality and HIV/AIDS and immigration rights and racial justice. Breakthrough launched a campaign called "Bell Bajao" (ring the bell) in 2008, which calls on men and boys to take a stand against domestic violence (DV).

**Objective:** To reduce domestic violence and the stigma and discrimination faced by women living with HIV/AIDS, and to highlight the positive role that men and boys can play in reducing violence.

**Key Beneficiaries:** Women, youth and diverse communities (such as local leaders, opinion makers, services providers, government agencies, police and protection officers)

**Methodology:** Breakthrough uses comprehensive media campaigns integrated with intensive community mobilisation and leadership training & development to change behaviour and usher in a culture of human rights. They are not only undertaken by Breakthrough, but are conducted in partnership with other actors, including organizations, groups, movements, and individuals. The Breakthrough model assumes that social and behavior change is possible if there is dialogue at all levels and between all stakeholders in a community. Broadly there are 3 strategies which are as follows:

- **Multimedia :** Breakthrough uses 360-degree multimedia approach to address the issues on violence against women such as traditional mass media (Television Advertisement, Print Advertisement, Radio spots); mid media ( video van, billboards, posters, fliers, pamphlets); new media (website, social networking sites such as Facebook, Twitter etc).
- **Capacity Building Leadership Training programmes :** Breakthrough builds the capacity on issues around sexuality, gender, domestic violence, women's vulnerability, HIV/AIDS, early marriage and its implications such as Infant and maternal mortality rate etc within the human rights perspective. The target groups are non-governmental organization, self- help groups, youth from colleges as well as from marginalized communities, people living with HIV/AIDS, government officials and local level influencers. The educational materials created around gender, sexuality, HIV and PWDVA have been actively disseminated in the intervention states. Soft copies of the same, available online on our Bell Bajao website [www.bellbajao.org](http://www.bellbajao.org) have reached millions.
- **Community Mobilization:** Breakthrough leadership trainings enable youth and civil society organizations to internalize and further disseminate Breakthrough messages on women's rights in the community. Most of these trained participants get additional facilitation skills on how to conduct trainings, group meetings, one to one interaction, and street play, use of comic, games stalls to create awareness among peers and in their community. They actively participate in Breakthrough led community mobilization activities in the community such as running of video van, street play, local art form such as puppet theatre or yakshagana, game stalls, film screenings, rallies, signature campaigns, competitions, small or big melas or events.

**Results:** The data over a period of 4 years have shown that Breakthrough's multipronged methodology has been able to create an enabling environment with greater security to reduce VAW and women to assert their rights.

There is a high recall of Breakthrough's campaign in the community especially among the exposed groups. There is a significant increase in knowledge on kinds of violence, Protection of Women from Domestic Violence Act, 2005; shift in attitudes such as women should take legal action, community should intervene; a decline in ignorance and reduced stigmatization of people with HIV/AIDS with increased knowledge and responsibility regarding the practice of safe sex; Increased joint decision making between spouses; an increase in call for action in the community against violence such as stopping violence, discussions and counseling with both partners.

Capacities of NGOs/CBOs (including men and youth) to address the issue has been increased, an improved partnership with local government bodies for more effective implementation of the DV Act laws.

**Reach:** Evaluation results reveal that Bell Bajao campaign has had extraordinary reach and impact. In 2008-9, it has reached 130 million in first phase and 115 million in second phase via television, radio and print. The video van reached 5 million people

**Recommendation:** The comprehensive integrated strategy (media, trainings and community mobilization, monitoring and evaluation) of campaign- what makes "Bell Bajao!" an effective media and grassroots campaign to end domestic violence



Public awareness through puppet show on domestic violence



Men's engagement on opposing domestic violence

## So What About Boys – Plan Programmes for Engaging with Boys and Girls on Gender Equality

The process of socialization is not gender-neutral, but rather shapes the different roles and responsibilities boys and girls are assigned based on their sex. As girls and boys grow up, they model the behaviour of those around them and reproduce the existing social differences and relations between men and women.

Plan recognizes that young girls and boys have an important role to play in raising awareness about issues of gender equality and social justice, exerting their influence in their communities to bring about social change. All Plan programmes provide structured and participatory safe spaces through children's clubs and discussion forum for girls and boys to participate equally in discussing issues that concern them. Discussed here are two projects which specifically address gender equality and involve boys and men as partners with girls and women in bringing about social change.

### Engendered

The Engendered project that was initiated in 2008 works with adolescent and young women and men in Gairsaain, Uttarakhand and Udaipur, Rajasthan. The project involves men and boys in the process of sensitization and awareness building about Gender equality and justice in the communities. Over 60 adolescent boys and young men from the communities have been enlisted along with over 90 girls and women as Gender monitors and Gender focal point persons and have received training in the concepts and issues of Gender. They conduct meeting with the community members and have been instrumental in creating awareness as well as discussion on Gender in their communities. The training has helped men and boys from the communities to look at some of the traditional practices in their communities through a Gender lens. For instance, in one of the communities in district Udaipur, sexual harassment of girls was a common phenomenon as a result of which, girls were dropping out of school. The Gender monitors and focal person of the community spoke to the boys about this and helped them understand how this affects women. Following a few meetings and discussions, the boys have stopped accosting girls from the community.



**"There should be more dialogue and discussion on Gender across communities to educate people about the concept of Gender and how we keep following so many discriminatory practices without knowing."**



## Chitt-Patt –Two sides of the same coin

In June 2011, a five day visual arts workshop on gender equality was held in Delhi for adolescent and young boys and girls from Uttarakhand and New Delhi.

The objective of the workshop was to create awareness on gender among adolescent boys and girls and eliciting their perceptions on issues related to gender equality. These 36 young people were identified as leaders in the Bal Panchayats and other children's and young persons forum that are facilitated by Plan India partners in Uttarkashi, Gairsan and Delhi. The first half of each day involved a structured facilitation of observations and experiences from their daily lives helping them explore concepts of gender, formation of roles and identity, gender stereotypes, discrimination, and discussing possible solutions. In the second half they expressed themselves through visual arts that included painting, glass painting, and papier mache. In the second phase the group will facilitate similar session for their peer group with the help of the facilitators who accompanied them for the training. A manual that was developed for the workshop will now be used to work with other children's groups across Plan programmes



"Mothers work as hard as fathers" was the realization of another activity which had the participants list out a day's schedule for their mothers and fathers. Most had earlier linked the earning with work to corroborate that fathers went to work and mothers stayed at home."



## Parivartan – Using Sport to Change Boys' Attitudes<sup>3</sup>

**Sport is an effective way of engaging boys and young men. Parivartan uses cricket to work on gender equality in India.**

Parivartan, which means 'change for the better', aims to help boys and young men to see women and girls as equals, and treat them with respect and in doing so reduce gender-based violence. It does this by working with men and boys through cricket, which is hugely popular in India. Launched in March 2010, the programme enlists cricket players, coaches and community mentors to serve as positive role models for school-age boys in more than 100 Mumbai schools. It teaches that aggressive, violent behavior doesn't make them 'real men' – nor does it help win cricket matches

"I've learned how to be polite, how to talk, how to be respectful to girls and women," said Jadhav. "I've learned that controlling is not a way to love a girl, but (the way to love) is to give her space in her life," said Parivartan mentor, 20 year-old Rajesh Jadha.

Leena Joshi, director of Apanalya, one of the main local partners in the Parivartan programme, told Gillian Gaynair from the International Center for Research on Women (ICRW) that she believes the effort is timely – if not overdue. "We have all worked – NGOs, governments – on women's issues very specifically," Joshi says, "and I think in the whole process, the men have been left behind."

The Parivartan programme is an initiative of ICRW in collaboration with Family Violence Prevention Fund (FVPPF), Mumbai School Sports Association (MSSA), Apanalya and Breakthrough.

## Analysis and Gaps in the Study

The analysis of the research studies shows that there has been comprehensive and extensive research done on pressing issue of gender equality covering a plethora of dimensions from gender based violence, gender discrimination in education and in terms of access to resources etc. These research studies put an emphasis on the lacunae and measures that can be taken to achieve gender equality in India. It further stresses on the great need of involvement of men and boys in achieving gender equality.

The analysis shows that in many parts of India discrimination on the basis of gender is still a hard reality. The preference towards male child exists in the country while there is discrimination towards girls and women in terms of access to education, economic freedom, decision making, access to resources, freedom to express their opinion etc. Women are still not allowed to go out of their homes and involve themselves in work related activities outside the private sphere. Disparity also exists when it comes to availing healthcare services by young girls and women.

Though there has been considerable development of knowledge of masculinities at the academic level, the analysis brings out the fact that since the programmes involving men in India are still in their nascent stage of development, in terms of results through interventions, there is a limited knowledge available in the field. This is still an area of exploration.



"Gender consciousness has become involved in almost every intellectual field: history, literature, science, anthropology. There's been an extraordinary advance".

- Clifford Geertz



# 3 Awareness and Attitude Towards Gender Roles Among Young People

The Millennium Development Goal (MDG) 'Promote gender equality and empower women' views the twin objective of women's empowerment and achieving gender equality together to reduce global poverty. Gender involves differences in roles and rights, access to resources, pursuit of knowledge and personal goals and cuts across most domains of human functioning including familial, cultural and institutional domains. These differences have consequences for the quality of life of the population.

The current chapter contains findings from a primary survey that was commissioned by Plan India this year to visit the perception, awareness and attitudes towards gender roles among children and youth.

The study details relating to sampling and choice of states have been given in chapter 1.

## Defining Ages and Stages

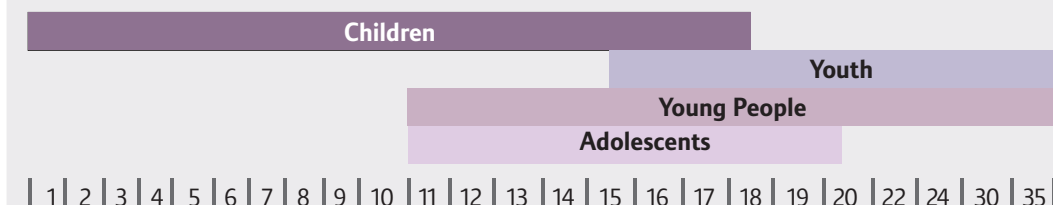
Much of the work with young people does not distinguish by sex or age: it is 'women' or with 'children' or sometimes with 'youth'. Plan feels that differentiation by age and sex are crucial. Although there are other important distinctions -race, ethnic origin, religion, class -a 10 year old is very different from an 18 year old and often girls' and young women's needs are very different from those of boys and young men.

The United Nations Convention on the Rights of the Child defines a child as anyone under the age of 18. Plan India's definition is consistent with this.

The Ministry of Youth Affairs and Sports, Government of India defines youth as anyone between the age of 15-35 years.

For the purpose of this study, since the analysis has been done across two age ranges, we are using the terms children, girls and boys for the 10-14 age group and youth or young women and men for the age group 15-35 years.

## The common age labels applied of children and young people





Attitudes and behaviours about what it is to be a 'real man' or a 'real woman' are formed at an early age, internalised through childhood and adolescence, and made concrete in the transition to adulthood and the world of work. They are then passed on from generation to generation. A life cycle approach has therefore been used to analyze the data so as to be able to compare the trends with gender dimensions. Structured interviews with boys and girls (10-14 years) and young women and men (15-35 years), focus group discussions and case studies form the basis of identifying trends against the following key indicators:

1. Sex Ratio and Son Preference
2. Education: Engagement of Men and Boys in comparison to Girls and Women
3. Political and Economic Freedom
4. Access to Resources
5. Marriage and Choices after Marriage
6. Abuse: Protection and Social Safety Nets
7. Gender Relations and Norms.

The indicators are analyzed in progression with age, where possible. To make comparisons with national level findings, in addition to the primary data from the survey, references have also been made to secondary data drawn from the National Family Health Survey, India (2005-2006).

## Son Preference and Low Sex Ratio

Discrimination begins at birth and in India as the decline in the child sex ratio (0-6 years) has shown, it begins in the womb with millions of girls not even being born due to sex selective abortions. Son preference therefore is manifested in limiting the birth and survival of girls.

The recently released Census 2011 data indicates that the ratio of girls below 6 years to boys has gone down to 914 girls to 1000 boys as compared to 2001 figures of 927 girls to 1000 boys. (Refer Figure 3.1)

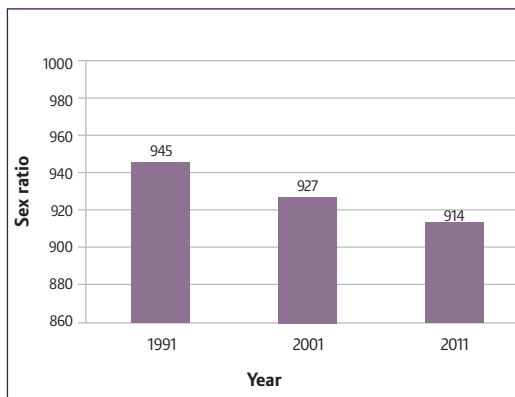
The primary survey corroborates the preference for a male child and that it is a determining factor for the family size.

Over two thirds of the youth contacted for the primary survey (67%) opined that an ideal family comprises of a son and a daughter. Amongst ever married respondents (2,096), 85% had at least one child. Of these, 55% reported that their youngest child was a son. Further the analysis shows that with increase in total number of children there is an increased probability of the youngest child being a boy.

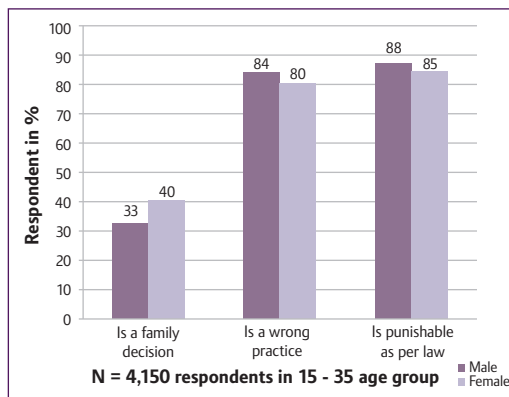
The decline over time in the under six sex ratio (0-6 years) is seen as possible due to one or more of the three key reasons: A decrease in the sex ratio at birth through use of technologies that enable sex selection; an increase in the mortality of girl children as compared to boys or a systematic undercount of female children compared to male children under the age of six (Miller, 1981; Das Gupta, 1987; Kishore, 1993).

The primary survey reveals that 94% of the respondents in 15-35 years knew that sex of a child can be determined before birth. These respondents were also aware that sex determination of child before birth is a wrong practice (82%) and a punishable offense (86%) (Refer Figure 3.2).

**Figure 3.1: Trends in the Sex Ratio of Population - Age 0-6 Years (India)**



**Figure 3.2 – Implications of determining sex of the child before birth** (Source: Primary Survey)



Amongst all the youth interviewed, while 45% respondents felt that it is both husband and wife who are keen on determining the sex of a preborn child, 13% of the young men and women also felt that it was usually the husband keen on determining sex of the preborn child.

Studies and NFHS data reveals that ultrasound tests are being used by women for sex selection at birth in all wealth quintiles and that, nonetheless sex selection of births is evident among births to women in the highest wealth quintiles than among births to women in other wealth quintiles, particularly in the lowest quintile<sup>1</sup>.

Differences in treatment to boys and girls are still prevalent, and the feeling is stronger amongst children.

Even though over two thirds children (68%) opined that both boys and girls are an important member of their family, one fifth (19%) felt that boys and men were treated with more importance. With increase in age, the perceptions change and 72% respondents in 15-35 age reported that both boys and girls are important in a family (refer Table 3.1).

**Table 3.1: Reported Significance of Members (Male vs. Female) in a Family**

| More Important Member in the family    | % Respondents in ages Reporting |       |       |       |        |       |
|--|---------------------------------|-------|-------|-------|--------|-------|
|  | 10-14                           |       |       | 15-35 |        |       |
|  | Boys                            | Girls | Total | Male  | Female | Total |
| Brother (Boys/Men)                     | 22                              | 17    | 19    | 10    | 14     | 12    |
| Girls/Women                            | 5                               | 12    | 9     | 4     | 7      | 6     |
| Equally (boys and girls/men and women) | 69                              | 68    | 68    | 75    | 70     | 72    |
| Others                                 | 4                               | 3     | 4     | 10    | 10     | 10    |
| N=Total Respondents                    | 750                             | 751   | 1,501 | 2,260 | 2,250  | 4,510 |

Source: Primary Survey

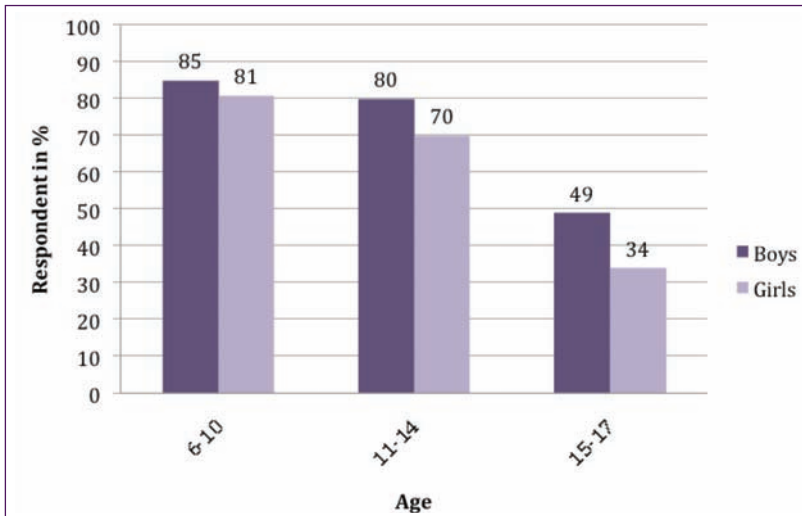
## Education: Engagement of Men and Boys in comparison to Girls and Women

Education plays a pivotal role in development and is a key factor likely to contribute to attaining gender equality. The primary survey analyzed gender differentials in educational attainment amongst children and adult population.

Secondary data (NFHS-3) reveals that during 2005-06, a declining trend is seen in the attendance of children (more so girls) in the 6-17 age (refer Figure 3.3)<sup>2</sup>.

Also, gender disparities in school attendance are largely a rural phenomenon. While in urban areas, about equal proportions of boys and girls attend school at each age (refer Table 3.2).

**Figure 3.3: Percentage of Boys and Girls Attending School in year 2005-06** (Source: NFHS III)



**Table 3.2: Percentage of Boys and Girls Attending School in Urban and Rural Areas (2005-06)**

| Age (Years) | Percentage Children |       |       |       |
|-------------|---------------------|-------|-------|-------|
|             | Urban               |       | Rural |       |
|             | Boys                | Girls | Boys  | Girls |
| 6-10        | 88                  | 88    | 84    | 79    |
| 11-14       | 83                  | 81    | 79    | 66    |
| 15-17       | 52                  | 51    | 47    | 28    |

Source: NFHS, 2005-06 Data

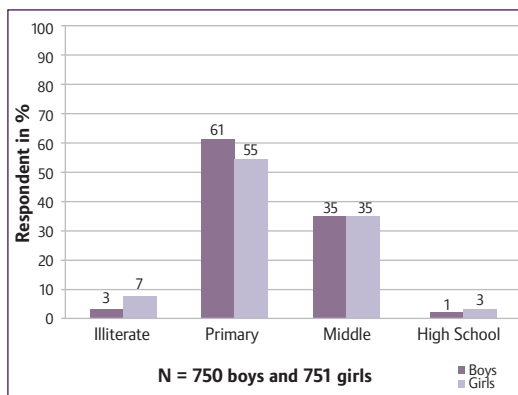
Both supply and demand side play an important role in attendance of school children. The educational profile of respondents covered in the BIAG survey is given in Figure 3.4a and 3.4b. While gender disparities in education are lower amongst children, these widen amongst young men and women in 15-35 years.

The survey also gauged perceptions of children, boys and girls, on the educational level till which a boy and girl should be allowed to study (refer table 3.3).

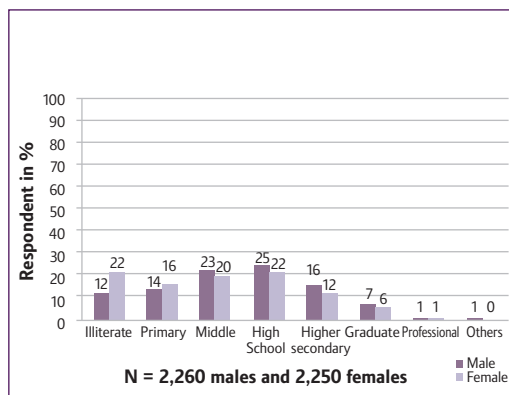
"There's room for boys' and girls' football in the world-that's what I believe."

- David Beckham, Ace footballer

**Figure 3.4a Education profile of respondents contacted – 10 to 14 years**  
(Source: Primary Survey)



**Figure 3.4b Education profile of respondents contacted – 15 to 35 years**  
(Source: Primary Survey)



**Table 3.3: Perception of Boys and Girls towards Educational Aspirations (Gender Wise)**

| Parameter                       | Responses from Girls | Responses from Boys |
|---------------------------------|----------------------|---------------------|
| As much as a boy wants to study | 69%                  | 73%                 |
| As much as a girl wants         | 60%                  | 62%                 |
| N= Number of Respondents        | 696                  | 729                 |

A higher percentage of boys opined that boys should be allowed to study as per their aspiration (73%) as compared to girls (62%). (Refer Table 3.3)

Overall 5% boys and 5% girls reported to be engaged in any form of economic activity. However, distinct patterns can be seen type of household chores done by boys and girls.

"Every year I teach dozens of students at the University of Birmingham. Most of the students on the gender and sexuality courses are women. I guess this is because the boys don't think that gender applies to them: that it's a subject for girls."

- Louise Brown, Faculty at University of Birmingham, UK

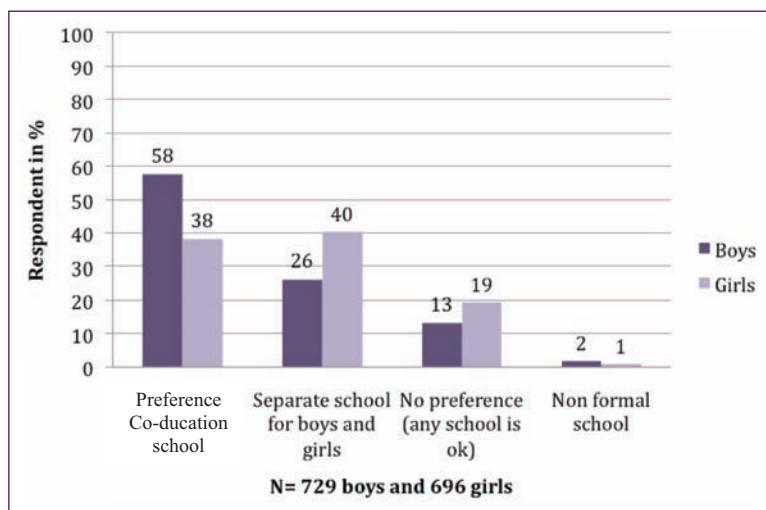
**Table 3.4: Household Chores Performed by Boys and Girls**

| Chores Performed by Boys                | Chores Performed by Girls |
|---|---------------------------|
| - Going to the market (68%)             | - Cleaning home (80%)     |
| - Cleaning home (37%)                   | - Washing utensils (74%)  |
| - Taking care of younger siblings (22%) | - Washing clothes (53%)   |
| - Rearing cattle (19%)                  | - Serving food (39%)      |
|   | - Cooking (37%)           |

### Education Aspirations

More boys (74%) than girls (59%) went to co- educational schools. Boys (58%) and girls (38%) reported preferring co-education schools.

**Figure: 3.5- Type of education institution preferred by Boys and Girls**  
(Source: Primary Survey)



During FGDs an attempt was made to understand the reasons for preferring co-education schools.

During Focus Group Discussions with Children a boy said,

"Co-education is good.....Separate education will cultivate superior and inferior complex between boys and girls but when they study together they understand each other, it also establishes unity."

More girls (40%) than boys (26%) preferred separate schools. Safety was mentioned as one of the reasons by girls in this context.

During Focus Group Discussions with girls, a girl mentioned that,

"There should be separate school because in some of the schools don't have separate toilets. Many a time's girls' feel shy to use the toilets in front of the boys and sometimes feel it is not safe also."

Gender stereotyping is embedded in the minds of both girls and boys with both the genders feeling that boys should have the freedom to study as much as they want. There is a societal acceptance of gender discrimination related to education, clearly calling for development programmes to ensure gender mainstreaming.

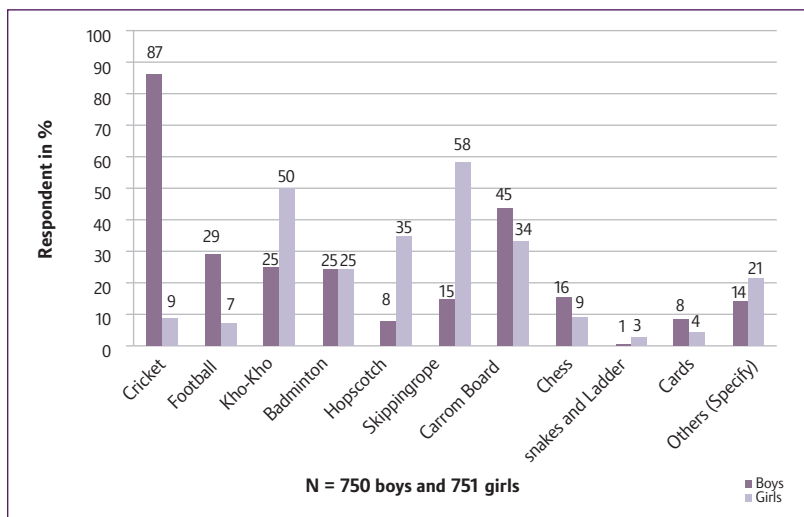
### Leadership Roles when in School

To gauge the leadership roles played by girls and boys in their early ages, they were asked whether they had assumed any leadership responsibilities in their school. This was reported equally among girls and boys (37%).

Half of the boys and girls agree that girls have enough potentialities to become good leader. While more than two fifth each of the boys and girls agree (44%) and partially agree (43%) that boys have better skills for leadership than girls.

With regard to preference towards games, boys show a preference for outdoor games as compared to girls. Majority of boys (86%) reported that boys and girls play different games. An overwhelming majority of boys reported that they liked to play cricket (87%). Other games preferred by boys include carrom board (45%), football (29%), kho-kho and badminton (25% each). Games preferred by girls include skipping rope (58%), kho-kho (50%), hopscotch (35%) and carrom board (34%).

**Figure 3.6: Outdoor and Indoor games preferred – Gender wise** (Source: Primary Survey)





Data also indicates that both girls and boys prefer to play with the same sex. The choice of games may be indicative of the encouragement, support and availability of spaces and equipment that is made available to both boys and girls. The schools will need to focus on the training, time and equipment that the girls need to explore and progress in the different sports. A change of mindset in teachers and coaches is required.

## **Political and Economic Freedom**

### **Voting Rights**

Amongst 1,677 young men eligible to vote, 76% had voted in the last election. The same percentage was 68 for the young women (1,679 eligible women). A majority of the young men (85%) reported that they were not influenced by anyone in their decision to cast votes. While young women have and exercise the right to vote, their ability to decide for themselves remains in question since there are a number of influencers in this regard as compared to men. One third of the young women (86%) were influenced by a family member or friends while casting their vote. Political decision making is yet to see total independence for young women in this context.

Employment is seen as an important source of empowerment for young women. Nonetheless, early ages at marriage and child bearing, and limited access to education limit women's ability to participate in the labour market, particularly in the formal sector. By contrast male gender roles are compatible with employment and young men are typically expected to be employed and be breadwinners for their families.

Amongst the 4,510 youth contacted in the primary survey, only 7% reported that their families were headed by the mother, 12% by grandparents or relatives and 81% by young men (in their role as husbands/fathers).

In India's patriarchal set-up father/husband is head of the family and the main decision maker in most of the households. This is evident from the primary survey findings where 70% of the children (10-14 years of age) reported their father as the main decision maker in the family. Amongst respondents in the 15-35 years age group, 61% opined that the husbands (52% males and 70% females) or in-laws (32% respondents), with 35% males and 28% females reporting them to be the key decision makers. Higher percentage of boys (74%) as compared to girls (65%) reported father as the main decision maker in family.

### **Employment**

#### **Working Children**

Overall only 5% of boys and girls respectively (10-14 years) reported that they are currently working, all engaged in informal sector such as tea shop/hotels, domestic help, daily wage earners etc. While a low percentage of children are engaged in informal employment, their workload in domestic chores is discussed in the section on gender roles and perceptions.

## Employment Status of Young Men and Women

More young men (20%) were self employed in comparison to young women (11%). More young women were engaged as agricultural labourers (28%) and daily wage workers (27%) in comparison to men. This implies that women work more in the unorganized sector than men. Livelihood programmes need to further focus on livelihood for women.

Among the unmarried young men (1,357 men) only 31% reported that they would want their wives to work. Likewise, it was seen that amongst married men (903), only 28% have a wife who is working outside home.

## Access to Money and Freedom to Spend

The survey collected gender disaggregated information from children as well as youth on their freedom to spend money.

Amongst children currently employed only one third (33% i.e. 24 out of 72 working children) reported having the freedom to spend the money without seeking permission from their parents. Freedom to spend money without permission is seen less among girls.

Amongst children not working (1,477 children) 84% of both boys and girls report receiving pocket money. Qualitative discussions indicate that girls get pocket money less frequently than boys:

"I also get pocket money like my brothers but I get only when I need. My brothers get their pocket money daily. I also get less amount than my bothers."

Among the youth, 40% of the young women reported having the freedom to spend money as compared to 61% young men. Most of the young women (80%) are homemakers and economically dependent on the young men/family.

## Access to Resources

### Banking

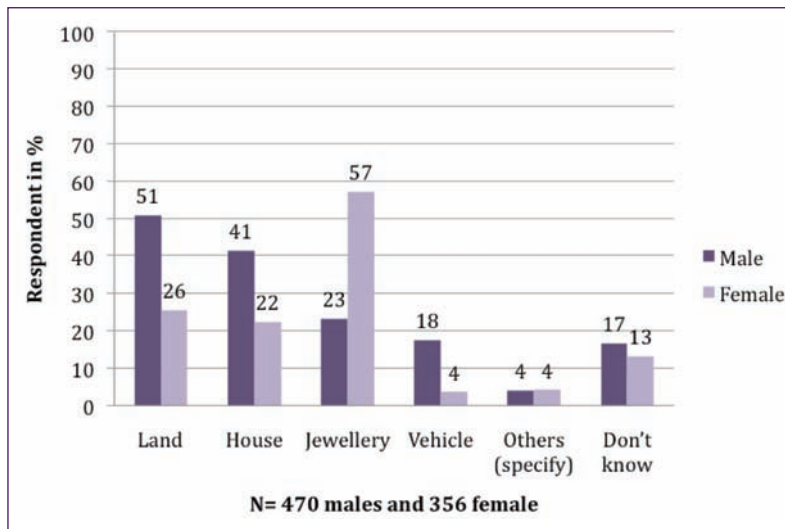
To further understand the economic independence, both young men and women were asked whether they had an independent bank account and if they could withdraw money from the bank without permission. One fifth of the young women (20%) reported having a bank account as compared to 37% of the young men. Amongst the young women holding a bank account, 55% reported that they can withdraw money without permission as compared to 78% young men.

Amongst those who need permission, father continues to control permission to withdraw money. More than two third young men (67%) and 37% of the young women have to seek permission from their fathers to withdraw money from the bank account that they hold.

## Ownership of Property and Assets

Amongst all young men and women contacted, 18% reported ownership of any asset (21% young men and 16% young women). Amongst these respondents (470 young men and 356 young women), a higher percentage of young men owned land (51% as compared to 26% young women), house (41% as compared to 22% young women) and vehicle (18% as compared to 4% young women). Interestingly, 57% young women reported owning jewellery as compared to 23% young men (refer Figure 3.7).

**Figure 3.7: Gender wise asset ownership amongst respondents** (Source: Primary Survey)



During focus group discussions, in one of the groups, one male participant strongly expressed that,

"We think women should be provided with financial security either by purchasing an immovable property in her name or Fixed Deposits in Banks."

## Access to Information

### Media Sources

Both age groups (10-14 and 15-35 years), show a similar trend in source of acquiring knowledge. In both the groups 80% respondents (no gender variation) acquire knowledge and information through television, followed by newspapers (40% children and 54% youth). (Refer Figure 3.8). Access to newspaper is however higher amongst boys (41%) and young men (64%) in comparison to girls (39%) and young women (44%). Likewise, access to information from radio is higher amongst boys (33%) and young men (39%) in comparison to girls (29%) and young women (27%).

It is interesting to note the mobile penetration. 21% children and 29% adults reported acquiring information from cell phones. Gender variation in access to information from mobile phones is evident amongst adults with 31% of young men and 23% of young women accessing mobiles.

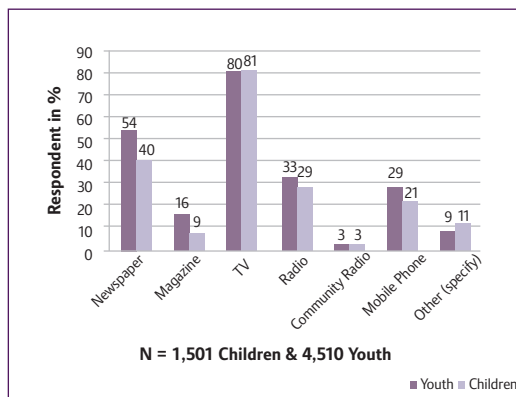
### Person Providing Most Information

With respect to inter personal communication, amongst children, friends from same sex (44%), father (28%) and mother (17%) are the key information providers. Amongst youth, friends from the same sex provide the most information (53%) (Refer Figure 3.9).

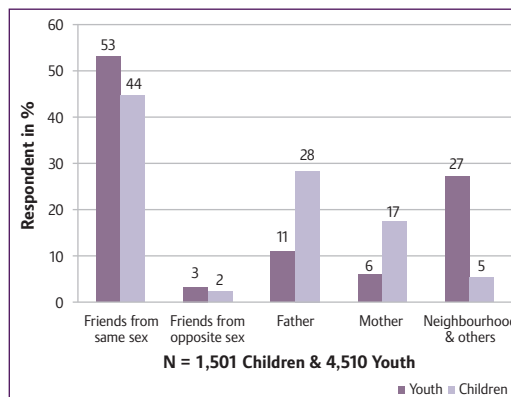
Genderwise, while 68% young men reported information from friends, the same percentage amongst young women is 44%. Interestingly, 41% young women reported receiving information from their husbands while only 8% married young men got information on current issues from their wives.

The situation clearly depicts that personal communication channels are still limited for girls and young women whereas they have equal access as men do, for common household information and communication mediums like television. This has implication in the programme strategy and design since to address and reach out to the girls and women, the common medium of television is still the best option.

**Figure 3.8: Access to information – Media Sources** (Source: Primary Survey)



**Figure 3.9: Access to information- Personal Contacts** (Source: Primary Survey)



## Marriage and Choices after Marriage

The legal age of marriage for girls as compared to boys is better known among the respondents. It is also significant considering the National Data that indicates that the number of girls who are married before the legal age remains high.

Amongst children, 76% of the boys and girls are aware of the legal age of marriage for boys which is 21 years. Amongst young men and women, a slight increase in knowledge is seen (85% aware). Majority of the boys and girls (90%) and young men and women (92%) are aware that 18 years is the legal age of marriage for girls.

While nearly three fourths boys and girls (73%) are aware that child marriage is a punishable offence, in India a large proportion of girls are still married off before the legal age

The study clearly indicates that programs need to focus on translating the knowledge and awareness into practice. There is a need to sensitize parents and other decision makers in the family and community about the ill effects of the customs of early marriage and further programming should be made towards strengthening the social security and economic empowerment schemes for girls resulting in reducing the child marriage incidences as suggested in many secondary research.

Amongst married young men, nearly half of them confirmed having received cash or in-kind dowry. Amongst unmarried young men, a little over one fourth of them expect to receive cash/in kind dowry. Thus, with majority inclined against expecting cash/in kind dowry, it shows a relatively positive trend in thinking. However, while men think they should not receive dowry, they do in practice take it. This may be due to pressures from society, family and the decision makers within family. Thus the focus needs to be on community and family elders who are influencers in such decisions to bring about a change.

### **Choices in Health and Family Planning**

Four fifth of the young women shared that they need permission from someone in the family to consult a doctor while the same percentage is only 56% for young men. Young women need such a permission (generally from husbands), and also need someone to accompany them while visiting the doctor. Only 4% of the young women (15-35 years) confirmed that they were permitted to go alone to consult a doctor. This is also indicative of the restriction on the mobility of the women, who cannot go out for accessing health care without being accompanied and without taking permission.

There is high awareness regarding family planning methods amongst young men and women. More than three fourths of the young women are aware of female sterilisation, condoms and pills as the key birth spacing methods. Amongst young men, condoms (90%) and female sterilisation (77%) are the most commonly cited birth spacing methods.

Even though data indicates that 61% of the adults say that husbands are the decision makers, majority of the young men and women (80%) feel that women should go in for sterilization or birth spacing. Thus though having the power to decide about family size, there is little shift in attitude of young men in terms of taking responsibility for the actual family planning.

Another indication of less involvement of young men in reproductive health is evident from the fact that 56% of the females prefer mother/mother-in-law, rather than the husband (44%), to accompany them for any consultation on Sexual and Reproductive Health (SRH). Many studies have proven that in case of use of family planning (FP) methods, young men and young women perceive that using FP method is the duty of young women. Men invariably do not want to use any family planning method.

## Violence: Protection and Social safety Nets

### Care Giving to Children

Over half the children contacted for the BIAG study, confirmed that their mother was the care giver at home, especially for girls (61% girls and 54% boys). A higher percentage of boys (41%) reported their fathers as care takers (33% girls). During illness, more than four fifths of the children reported that their mothers took care of them (81%-83% boys and girls respectively).

### Child Abuse

The primary survey analysed type of physical and verbal abuse faced by boys and girls at school. In words of a boy. Of these children, 67% reported physical abuse, 44% verbal and emotional abuse respectively. The issues of child protection are severe at home and in educational institutions. Ironically, just as home and school top the places where abuse happens, these are also the two places that children feel most secure.

Home (76%) and school (20%) are the places where boys and girls feel most secure. However, more than three fourth of boys and girls (78%) reported home as the place where abuse was faced followed by school/ college (39%). Neighborhood also emerged as the place where abuse was faced (13%). Mother (50%) and father (44%) emerged as the main perpetrators of abuse. Around 19% of boys and girls reported brother as the abuser.

"In our school, one teacher had threatened a mischievous student that he would hang him on fan!"

Students express feeling neglected by teachers in school. This was reported more among girls (31%) than boys (25%). This may be indicative of the gender bias in the treatment of girls by teachers and a reason for the increased dropout of girls from the school. Plan's campaign of Learn Without Fear (LWF) in school against corporal punishment and a module of positive discipline is an initiative to address these issues that need sensitization in the schools.

It deserves mention that 535 children who reported being abused, did not share any aspects of abuse.

In the Indian context, scolding and beating children is considered as part of discipline and upbringing of the child by the society and families in particular. But the study depicts that the children consider this behavior on the part of parents and teachers as abuse. Hence, this is an area that needs work in terms of parents and teachers sensitization towards the children's needs and care in terms on understanding where discipline ends and it becomes abuse.

### Safety Nets for Children: Membership of Children's Club/ Group

The study gauged the extent to which children organize and express themselves as active citizens. Only one fifth of the children (131 boys and 137 girls) were aware of children's

clubs/groups. Of these, 63% were members of the groups (65% boys and 62% girls who are aware of the clubs).

Boys and girls who were member of the clubs were asked if they think there should be rotating leadership of important positions in the club between boys and girls. Overall, 66% replied in affirmative with higher percentage of girls (76%) reporting the same than boys (56%).

A high self-esteem on part of girls can be seen in their responses in terms of girl's leadership abilities and the changing stereotypes. The same seems lesser in terms of the boys opinions. And these findings overall indicate the need for further sensitization and focus on changing gender stereotypes for boys.

Thus the peer education model needs to be replicated for addressing issues of gender stereotypes and developing a better understanding of gender issues among the adolescents.

## **Gender Relations and Norms**

### **Engagement of Young Men and Boys in Domestic chores**

In line with perceptions on educational aspirations, gender stereotypes with respect to performing household chores are apparent amongst boys and girls. While only 5% of boys and 5% girls reported engagement in any form of economic activity, distinct patterns can be seen by the type of household chores done by boys and girls (refer table 3.4).

The study reaffirms that the girls are groomed for household work from a very early age of 10-14 years, as nearly 80% of the girls reported being involved in cleaning their homes. Other household chores which are assumed to be heavy gradually increase with age. More than half the girls (53%) reported washing clothes as compared to 92% young women in 15-35 years age. Likewise, while 37% girls in 10-14 years age reported cooking, the same percentage was 89% amongst young women in the age of 15-35 years.

With regard to sibling care, both boys and girls take care of their siblings (22% boys and 20% girls). It is interesting to see boys taking the role of caretakers for the younger siblings, a role which has been traditionally performed by women/girls.

Focus Group discussions with boys indicate that boys have an understanding for the need of their participation in doing household chores, just as girls do. This was observed especially among higher age and literate boys.

"When girls are equally earning like men why men should not help her in house hold work, they also should do it. It is equal responsibility of both men and women."

Overall, 57% of both young men and women (and 43% boys and girls) perceive that the father should help the mother in taking care of the home. This is indicative of gender stereotypes that do rule but are slowly changing in the minds of people. Men in practice may not be able to follow this ideal due to reasons such as pressure of social norms as such behaviour is not in tandem with the ideals of masculinities held.

## Food Consumption Patterns in Families

To further understand the gender dynamics in the household with respect to food consumption and distribution pattern few questions were asked on who serves the food, what is the eating pattern and who gets most food in the family.

The study indicates that serving food at home continues to be the responsibility of a female through her life as a girl and woman. While 39% girls reported serving food at home, more than three fourth young women (77%) performed this function in their homes.

Girls and young women usually eat food with other members of their family (61%), but this is far from achieving an equitable practice with 39% girls and young women themselves eating food after serving all members of the family.

## Perceptions on Leadership Skills for Boys and Girls

To gauge perceptions on leadership potentialities and skills, boys and girls were asked 'whether girls have enough potentialities to become good leader' and, 'whether boys have better skills for leadership than girls'.

In all, 87% children regard boys to have better leadership skills as compared to girls (44% boys agree while 43% partially agree). However, half the children opined that girls have the potential to become good leaders.

In words of a boy,

"Girls cannot be a good captain, monitor, and leader. Because, they lack physical strength which is essential to become good leader."

Though there is a movement in terms of recognising the potential that girls have for leadership, boys still continue to be considered to have better leadership skills as compared to girls (by both boys and girls). As such, it shows that the patriarchal thinking of men being better decision makers/ leaders, still holds sway with the majority mind and is another area that needs to be worked on.

## Performance of Girls in School and Co Curricular Activities

To gauge the perceptions on performance of girls in school and co curricular activities, boys and girls were asked if 'can girls do as well as boys in school' and, 'can girls do as well as boys in co curricular activities in school'.

Overall 39% boys and girls felt that girls can always do as well as boys (42% opining that they can do well occasionally). However there was a clear variation in the responses as 54% girls responded positively to this statement whereas only 27% of the boys felt the same.

The findings indicate that girls are more confident of their ability to do as well as boys in school and in co-curricular activities. This once again indicates a high self-esteem. Boys are more hesitant of acknowledging the same, and more ready to abide by the gender stereotypes.



## Perceptions on Gender Role within Household and Family Influences

During the study, all the boys and girls were read out a few statements related to gender roles in order to know their perceptions. They were asked whether they agree, partially agree or disagree with the statement. The response was captured using 3 point scale.

Mostly boys and girls perceive that father should help mother in taking care of home, as majority of them either agreed or partially agreed to this statement.

As in case of boys and girls, all the young men and women contacted for the study were read out a few statements on role of men and women within household and asked whether they agree, partially agree or disagree with the statement.

The statement 'Household work is the sole responsibility of the females': Most young men and women perceive that men should assist women in carrying out the household chores.

The question was asked to both age group of 10-14years and 15 -35 years on who is the ideal person in the family or amongst persons known to the respondent. This was to understand whether the roles and responsibilities played by different people within and outside the family has any bearing on the young people's narration of their ideal person.

In the age group of 10-14, 45% feel father is the ideal person and the same percentage is 32% amongst the youth (15-35 age). While 42% girls and boys regard their mother as the ideal, 22% of the young men and women regard their mother as the ideal.

Age wise, amongst children girls and boys idealize more with the same sex, as boys idealize father and girls their mothers. Boys, as they are growing up, tend to look up to their fathers due to the status, position and power that fathers hold in the family.

The role of the mother as the care taker and of being responsible for reproductive work is re-affirmed through this data. This also is likely to be a role that girls would emulate as for majority of them mother is the role model. Similarly boys, as they become men and husbands are likely to expect their wives to take on the role of care taker for sick family members. Hence these are the roles that boys/men need to shift in their lives by taking more responsibility in care taking of the family for a more gender equal work load.

"Nothing I've ever done has given me more joys and rewards than being a father to my children."

- Bill Cosby, World famous comedian

## Conclusions and Implications of the Primary Data

The Primary data clearly indicates that men still have to move in many areas for a more equal gender relationship with the women in their lives. These areas include more participation of men in SRH, sharing of decision making with wives, sharing of household work and care taking of children, supporting daughters in their ambitions on education, choice relating to marriage and entitlement to inheritance, helping sons to have a better understanding of gender norms and in a gentler construct of 'masculinities', and ensuring that women in their lives have access to economic and political freedom.

Basically, this translates in the need for men to let go of the 'power' that traditionally means 'controlling' women/girls movements, their access to information, confining them to homes, their options of education, career, leisure and types of games (girls can play); And for this men and boys need to change their own perceptions of being fathers, brothers, and partners.



"It is time to effect a revolution in female manners - time to restore to them their lost dignity. It is time to separate unchangeable morals from local manners."

- Mary Wollstonecraft, writer, orator and women's rights activist



"Empowerment of women is particularly important to me as I believe this leads to the empowerment of the nation."

- Smt. Pratibha Devisingh Patil, President of India

# 4 Recommendations for Change

The earlier chapters have indicated that working towards gender equality and social justice involves changing deeply entrenched human behaviour, social norms, attitudes and cultural and religious beliefs at individual, family, community and national level. Bringing about this change is complex. Even with legislation in place, attitudes remain hard to shift. However, if an attempt is not made to make this shift then our girls and boys will continue to pay the price. The responsibility to bring about change and to achieve justice should not be that of girls, or women, alone. Men and boys who continue to hold the levers of power at family, community and governments levels are key actors if change has to be sustainable. Gender based discrimination is a double edged sword, hurting both girls and boys in different ways and increasingly men themselves are acknowledging, that they also are impoverished by rigid gender roles. Government, civil society, families and individuals need to work together to create a society which enables girls and boys to make equitable and informed choices. Sharing power may in fact be empowering for everyone, not a diminishing of masculinity but an enhancement of it.

The recommendations put together in this chapter do not, on their own, represent a comprehensive strategy to advance gender equality or mainstream masculinities in policy work. The attempt is, instead, to identify key strategies and initiatives that have worked and have been effective in consolidating behaviour leading to real change in terms of gender equitable attitudes.

## Defining Manhood

The MenEngage Alliance, a global network of NGOs working to engage men and boys in gender equality, is very clear about how they define manhood<sup>1</sup>:

### **We believe that manhood is defined:**

- by building relationships based on respect and equality,
- by speaking out against violence in your society,
- by having the strength to ask for help,
- by shared-decision making and shared power,
- and by how much you are able to respect the diversity and rights of those around you.

### **We believe that manhood is not defined:**

- by how many sexual partners you have,
- by using violence against women or men,
- by how much pain you can endure,
- by how much power you can exert over others,
- or by whether you are gay or straight.

## International Commitments

Over the past decade we have seen high level policy support to mainstreaming masculinities in gender equality policies. We highlight some critical commitment statements to highlight positive practice which should be encouraged and also leveraged by Civil Society Organizations to hold duty bearers to account.

### **The 48th Session of the Commission on the Status of Women: Agreed Conclusions on Engaging Men and Boys in Gender Equality**

In the final statement of the UN Commission on the Status of Women, Member States agreed to call for:

- Gender-equitable education for boys and girls;
- Engaging men as fathers in gender-equitable socialization of children in care-giving;
- Institutionalizing the inclusion of men and boys in gender equality and gender mainstreaming policies;
- Public information campaigns and engaging the media, including internet, in questioning inequitable and sexist views;
- Engaging men and boys in HIV/AIDS treatment and prevention, and in sexual and reproductive health; and
- Engaging men and boys to reduce gender-based violence

### **EU Council of Ministers: Conclusions on Men and Gender Equality**

In the past there has been a limited explicit focus on men within EU policy. There has been a longstanding interest in encouraging men as carers (especially for children), but only in the last few years have initiatives to combat violence - and in particular, transnational issues in relation to prostitution, trafficking and sexual exploitation - developed any focus on men and masculinities. In 2006 the Council of EU Ministers agreed on a set of conclusions on men and gender equality, providing an important framework for member states to develop corresponding national policies. '...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 wellbeing of society as a whole'<sup>2</sup>.

## Recommendations

### 8 Point Action Plan: Educate, Campaign, Legislate

1. Start young: pre-school education should promote equality between girls and boys and involve parents
2. Transform school curricula to challenge stereotypes and acknowledge difference
3. Support girls and boys' participation in the creation of policies to improve sex education
4. Make schools safe for girls and boys
5. Launch campaigns that challenge discrimination and engage men and boys
6. Pass laws that enable both parents to take an active part in raising their children
7. Enforce legislation to end violence against women and girls
8. Legislate for equal opportunities

#### **Invest in Early Childhood Care and development (ECCD) and Education policies and programmes**

Early development programs have been proven to be effective in engaging both fathers and mothers in the development of their child. This is an important entry point for ensuring both healthy development as well as fostering more gender equitable attitudes.

Training programmes for parents should include discussions on gender roles and participation of men in child development. Men as fathers need to become role models for their children, for both boys and girls, of someone who is equitable in his behaviour with his wife and the women in the family. Boys emulate father and if men as fathers participate in household work such as cleaning utensils and washing clothes, care taker for sick family members, support in child rearing, make decisions based on consultative process with their wives, and appreciate and respect the role women play in the household, ensure that women eat together with all the family members, it would go a long way in changing the attitude of the young boys and girls at home.

Consciously working on socialization of boys early in life while they are still developing their understanding of power structures and relationships between the sexes will help prepare them as men to accept the human rights of girls and women and to work with their sisters and mothers to champion work for the survival and development of the girl child.

### **Ensure that schools are safe spaces for both girls and boys by promoting gender equitable attitudes and through gender equitable curricula**

The years of education are a crucial stage for children in their journey through life. Schools need to provide spaces for girls and boys to engage in structured discussions and explorations of roles and challenge stereotypes that will help them better understand, respect differences and support each other's human rights.

Additionally this needs to be supported by curricula that abjures gender based violence and reinforcement of gender stereotypes. These sessions need to be structured within the gender equality paradigm that not only talks of engaging girls and women but also identifies key points on which men and boys can engage. Sports and games that are traditionally boys realm, need to have spaces, equipment and encouragement for girls, with teachers and coaches being ready to provide it.

Platforms that provide space for community members in institutions such as the school Management Committees (SMCs), Parent Teacher Associations (PTA's), community based organizations and children's groups need to be oriented on what gender equality means in the context of schools or communities and the implications this has for the lives of both men and women and boys and girls.

### **Enable boys and girls participation in the creation of policies on sexual and reproductive health**

Youth participation should form a key pillar of any effort to create a policy which aims to address adolescent issues, especially with regards to HIV and AIDS. Prevention strategies that involve both girls, who are at greater risk of infection, and boys, who hold more power over sexual decision making and are more likely to engage in risky sexual behaviour are more likely to be successful in achieving behavioural change. This can also help effectively develop positive deviance in young men and develop role models that will encourage gender equitable behaviours amongst their peers. Youth councils and participatory consultation processes have been proven to increase the effectiveness of policies on sexual and reproductive health.

It has also been found that integrating the involvement of young men for social mobilization for any schemes or programmes for women is critical for the success of the programme. For example under the Janani Surakshaha Yojana<sup>3</sup>(JSY) or the Laadli<sup>4</sup> scheme of conditional cash transfers the success of these schemes and the access of women has increased because of the involvement of men.

### **Develop campaigns that encourage the public to question inequitable and sexist views**

Changing human behaviour involves positive external affirmations. Campaigns that promote and encourage collective attitudinal change are an important measure in challenging negative masculine behaviours and promoting equitable attitudes. These campaigns can be an effective route for reaching large audiences, especially young people who spend much of their time tuning into radio and television broadcasts, as well as internet and social media websites. By bringing together diverse multi-sector partners and working with grass roots youth organizations, campaigns can reach both girls and boys across a variety of social and economic backgrounds.



Innovative use of technology such as television, media and folk theatre can be used as an important tool for addressing Gender Based violence for empowering women and sensitizing men. This can be supported by activating certain helpdesks on the issue where a need is felt.

## Policy influence and Advocacy

Current policy challenges in relation to transforming masculinities and engaging boys and young men include:

- At a global level, policies remain "men-centric", assuming also that men are a homogenous group, and are either not willing or unable to change. Policies tend to conceptualize men as the problem and not the solution.
- Most policies on gender issues make no mention of masculinities, or engaging men and boys both as beneficiaries as well as power brokers.
- There can be conflicting policies in different ministries or departments with divergent perspectives on masculinities and youth.
- Not enough is known about boys aged 10-13 (i.e. early adolescence). This makes creating targeted policies difficult.

These challenges require not only a new approach to integrating boys and men into the gender equality agenda, but new tools for ensuring this work is done effectively.

Key policies requiring a review to ensure men's engagement for gender equality are in the area of Education, Health, Human Rights, HIV and AIDS, Sexual and Reproductive Health (SRH), policies and laws addressing Violence against Women (VAW).

Investing in longitudinal and multi-year studies would help us look at complex aspects of gender based violence, men's health needs, maternal and child health and engaging men in gender equality in different socio-cultural contexts. Additionally the need is to build a repertoire of research tools and evolve methodologies and tools for monitoring and evaluating aspects related to engaging men and boys in different programmatic and geographical contexts. This knowledge then needs to be shared in terms of issues as well as achievement of results with communities, practitioners and the Government to contribute to the growing field of work in this domain.

It is necessary to also review frameworks of policies that have elements of both Sanctions and Protections - protections put in place to prevent gender-based violence and sanctions/punitive measures against perpetrators of gender-based violence. In this a complimentary implementation of policies and laws is necessary. Policies and laws that relate to women's ownership, inheritance and livelihood issues would need specific focus.

Guidelines and standards need to be developed and statutory bodies need to monitor media messaging based on gender stereotypes. An extension of this could be addressing norms and values through very specific media messages. These could include though not be limited to providing alternative images and ideals of masculine behaviour in terms of decision making related to marriage, violence against women, reproductive health, and sharing of resources.

Engagement with nodal agencies such as the Ministry of Women and Child Development, Ministry of Human Resource Development and Ministry of Health and Family Welfare is necessary to review and revamp existing schemes.

A key prerequisite in this work would be building capacities of communities, civil society organizations and government functionaries on aspects of gender equality and participatory gender audit developed by organizations such as the International Labour organization (ILO) for the workplace. Formation of networks and alliances amongst like-minded organizations are important strategies for advocacy and policy influence.

Engaging women and women's organizations as the part of the movement in reaching men is critical so that various dimensions of the gender debate are brought forth and roadblocks and potential solutions to issues of inequality, violence and powerlessness are discussed and disseminated widely for broader reach.

## Specifically Engaging Men and Boys

The primary data reveals the areas where men's and boy's engagement needs to be ensured. Work with boys and men needs to focus on helping them change their own perceptions of being fathers, brothers, and partners.

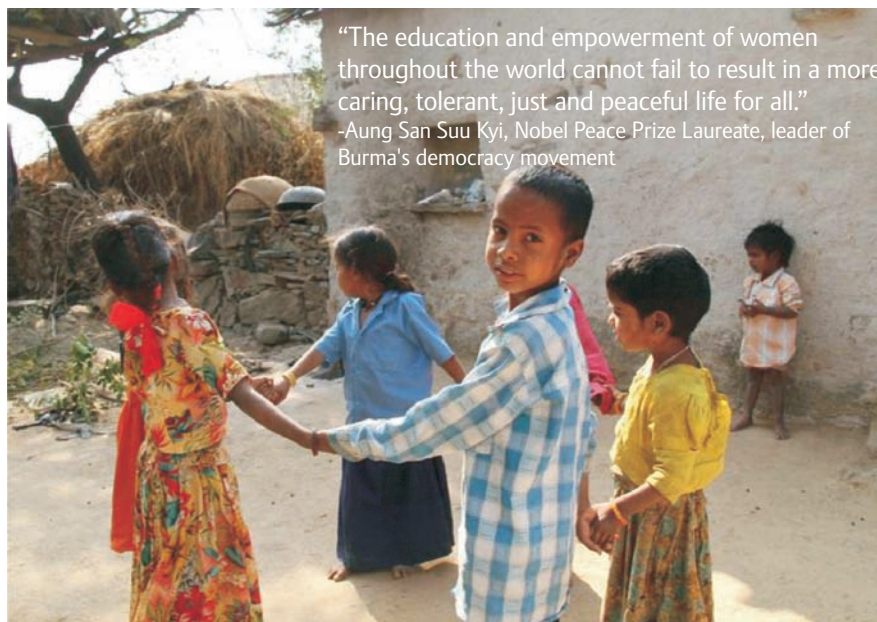
- **Decision Making:** Husbands need to accept and actively seek wives' participation in decision making in household matters. This includes decisions relating to family size, prevention of child marriage and not taking dowry. Men need to become aware of the normative behaviour that is discriminatory in the routine life.
- **Sexual and reproductive Health:** Male involvement and responsibility in family planning and spacing; and involving wives in decision making on these. Is essential along with accompanying women for visits to SRH clinics; support wives and accept and celebrate the birth of the girl;
- **Changing the status of girls and women within the family:** Fathers need to participate in the upbringing of the girls and ensure equitable treatment for daughters and sons. Girls need to get the same time to play and have leisure time as boys do and encouragement to play outdoor games.
- **Father as role model :** Fathers play a significant role in influencing their sons on gender and power structures within the family. Studies indicate that domestic violence gets perpetuated through generations. Fathers need to demonstrate gender equality in daily lives.
- **Economic rights, political rights, Mobility and right to information:** Men need to learn to let go of their traditional "control" of women's and girls' mobility, their access to information, their choices in education, career, play and leisure and games. Reaching out to men in positions of political power and governance such as village panchayat members, influential men in communities, parliamentarians and religious leaders to provide spaces for women's participation in decision making will ensure a lessening of conflict that may arise. Men as employers, colleagues' and union workers can also influence issues of equal opportunities, equal wages and better and safer working environment through collective bargaining for women.

- **Spaces and Language:** Men need spaces and language to do all the above, which is traditionally not available to them. This means being able to have the public and private spaces - at work, leisure and home - where discussions that relate to deconstruction of the present 'masculinities' can happen.

## Conclusion

This report argues that there is a need for a shift in thinking from 'men and boys as part of the problem' to 'men and boys as part of the solution'. Portraying young men as perpetrators, as people to be feared, does not help them to change. Young men need opportunities to experiment with different ways of behaving that affirm who they are, not what they feel they ought to be. Like young women, they need to be listened to and to have their concerns and needs addressed. Only then can they grow into caring partners and fathers; only then can they learn to treat their children better than they were treated by their parents.

Engaging boys and young men in working towards girls' rights has huge potential benefits for everyone. Together with their sisters, they can help ensure that girls go to school, that they are safe from violence, that they are not married young and against their will, that they do not bear the whole burden of work in the household, and that they can earn a living and play their part in society. The cost of not working with boys and young men is that programmes and policies with young women and girls will continue to come up against the barrier of male power and expectations, structures and beliefs that benefit young men over young women. The price that will be paid is simple: the continuing disempowerment of girls and young women down the generations - and the restriction of boys and young men to traditional 'male' roles. Only when both sexes are involved in work on gender equality can we meet the challenge of building a more equal, violence free world for all.



## End Notes

### Executive Summary

<sup>1</sup> Promoting Gender Equity as a Strategy to reduce HIV risk and Gender based Violence among young men in India; Ravi Verma Julie Pulerwitz, Vaishali Sharma Mahendra, Sujata Khandekar, AK Singh, SS Das, Sunil Mehra, Anita Nura, Gary Barker. 2008.; Horizons Final Report. Washington DC: Population Council

<sup>2</sup> Men's Gender Inequality Perceptions Influence their high risk Sex in Northern India; Rajeev Colaco; <http://www.aids2031.org/pdfs>

<sup>3</sup> Capacity-Building for Mainstreaming a Gender Perspective into National Policies and Programmes to support the Equal sharing of Responsibilities between women and Men, including care-giving in the context of HIV/AIDS; Written Statement submitted by Gary Barker, International Centre for Women and MenEngage Alliance, TO United Nations Commission on the Status of Women Fifty-third Session, New York, March 2009.

### Chapter 2

<sup>1</sup> [http://www.partners4prevention.org/files/resources/policy\\_change.pdf](http://www.partners4prevention.org/files/resources/policy_change.pdf)

<sup>2</sup> Construction of Masculinity in India: A Gender and Sexual Health Perspective; Ravi K. Verma and Vaishali Sharma Mahendra; The Journal of Family Welfare; Vol. 50 Special Issue – 2004

<sup>3</sup> Gaynair, Gillian. “ 'Parivartan' Works with boys and young men to reduce violence against women.” ICRW Media, News and Commentary, May 26, 2010. <http://www.icrw.org/media/news/changing-better>

### Chapter 3

<sup>1</sup> Gender Equality and Women's Empowerment in India, National Family Health Survey (NFHS-3) India, 2005-06; International Institute for Population Sciences (p:126)

<sup>2</sup> Source: NFHS Data, 2005-06

### Chapter 4

<sup>1</sup> Men + gender equality policy project, 2010. 'What men have to do with it: Public policies to promote gender equality'; Gary Baker et al; International Centre for Research on women

<sup>2</sup> Man Made: Men, masculinities and equality in public policy, 2009; Coalition on Men and Boys; website: [www.comab.org.uk](http://www.comab.org.uk)

<sup>3</sup> This is a scheme that promotes safe mother hood and provides cash incentives to the mother for institutional deliveries

<sup>4</sup> This is a conditional cash transfer scheme that provides cash to girl children born in Delhi state and has been accessed strongly by parents in Plan operational areas

# Annexure



# Annexure 1

Table 1: State Wise Sample Size for Structured Interviews

| State         | Total Number of Respondents |       |       |             |       |       |             |       |       |             |       |       |       |
|---------------|-----------------------------|-------|-------|-------------|-------|-------|-------------|-------|-------|-------------|-------|-------|-------|
|               | 10-14 years                 |       |       | 15-18 years |       |       | 19-24 years |       |       | 25-35 years |       |       | Total |
|               | Boys                        | Girls | Total | Men         | Women | Total | Men         | Women | Total | Men         | Women | Total |       |
| NCT of Delhi  | 152                         | 152   | 304   | 150         | 152   | 302   | 153         | 155   | 308   | 151         | 163   | 314   | 1228  |
| Uttar Pradesh | 150                         | 150   | 300   | 153         | 148   | 301   | 149         | 150   | 299   | 148         | 151   | 299   | 1199  |
| Bihar         | 150                         | 150   | 300   | 150         | 150   | 300   | 151         | 149   | 300   | 150         | 150   | 300   | 1200  |
| Gujarat       | 147                         | 148   | 295   | 157         | 145   | 302   | 149         | 150   | 299   | 143         | 143   | 286   | 1182  |
| Karnataka     | 151                         | 151   | 302   | 133         | 154   | 287   | 154         | 145   | 299   | 169         | 145   | 314   | 1202  |
| Total         | 750                         | 751   | 1501  | 743         | 749   | 1492  | 756         | 749   | 1505  | 761         | 752   | 1513  | 6011  |

Table 2: State Wise Sample Size for FGDs

| Zone         | State         | Respondent Categories |           |           |           |           | Total |
|--------------|---------------|-----------------------|-----------|-----------|-----------|-----------|-------|
|              |               | 10-14 Yrs             | 15-19 Yrs | 20-24 Yrs | 35-35 Yrs | Total     |       |
| North        | NCT of Delhi  | 3                     | 3         | 3         | 3         | 12        |       |
| Central      | Uttar Pradesh | 3                     | 3         | 3         | 3         | 12        |       |
| East         | Bihar         | 3                     | 3         | 3         | 3         | 12        |       |
| West         | Gujarat       | 3                     | 3         | 3         | 3         | 12        |       |
| South        | Karnataka     | 3                     | 3         | 3         | 3         | 12        |       |
| <b>Total</b> |               | <b>15</b>             | <b>15</b> | <b>15</b> | <b>15</b> | <b>60</b> |       |

## Annexure 2.1

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## Annexure 2.2

### Key Professionals and Officials Interviewed

1. Gitanjali Singh, National Programme Officer, South Asia Sub-regional Office, UN Women, India
2. M. Bindu Madhabi, Manager-Monitoring and Evaluation, Breakthrough
3. Priya Nanda, Group Director-Social and Economic Development, ICRW, India
4. Rajashri Basu, Professor of Political Science & Director of Women's Studies Centre, Rabindra Bharati University, India
5. Rahul Roy, India
6. Sudha Murali, Child Protection Specialist, UNICEF, India
7. Venkatesh Srinivasan, Assistant Representative, UNFPA, India

### Definitions

#### Gender

The concept of gender refers to the norms, expectations and beliefs about the roles, relations and values attributed to girls and boys, women and men. These norms are socially constructed, they are neither invariable nor are they biologically determined. They change over time. They are learned from families and friends, in schools and communities, and from the media, government and religious organizations.

#### Gender Equity

Gender equity means being fair to women and men, girls and boys. To ensure fairness, measures are put into place to address social or historical discrimination and disadvantages faced by girls relative to boys. A gender equity approach ensures equitable access to, and control of the resources and benefits of development through targeted measures. Scholarships for girls are one example of an equity approach that contributes to all children, boys and girls, accessing school and equally benefiting from education opportunities. Increased gender equity is only one part of a strategy that contributes to gender equality.

#### Gender Equality

Gender equality means that women and men, girls and boys enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices. Gender equality does not mean that women and men, or girls and boys are the same. Women and men, girls and boys have different but related needs and priorities, face different constraints, and enjoy different opportunities. Their relative positions in society are based on standards that, while not fixed, tend to advantage men and boys and disadvantage women and girls. Consequently, they are affected in different ways by policies and programmes. A gender equality approach is about understanding these relative differences, appreciating that they are not rigid but can be changed, and then designing policies, programmes and services with these differences in mind. Ultimately, promoting gender equality means transforming the power relations between women and men, girls and boys in order to create a more just society for all.

#### Gender Justice

The concept of gender justice underlines the role of duty bearers for the rights of girls and boys. Gender justice is the ending of inequalities between females and males, that result in women and girls subordination to men and boys. It implies that girls and boys, men and women have equal access to and control over resources, the ability to make choices in their lives, as well as access to provisions to redress inequalities, as needed. A commitment to gender justice means taking a position against gender discrimination, exclusion and gender-

based violence. It focuses on the responsibility to hold duty bearers accountable to respect, protect and fulfil human rights, particularly of girls and women.

### **Gender Discrimination**

Gender discrimination describes the situation in which people are treated differently simply because they are male or female, rather than on the basis of their individual skills or capabilities. For example, social exclusion, inability to participate in decision-making processes, and restricted access to and control of services and resources are common results of discrimination. When this discrimination is part of the social order it is called systemic gender discrimination. For instance in some communities, families routinely choose to provide higher education for their sons but keep their daughters at home to help with domestic work. Systemic discrimination has social and political roots and needs to be addressed at many different levels of programming.

### **Gender Stereotypes**

Gender stereotypes are socially constructed and unquestioned beliefs about the different characteristics, roles and relations of women and men that are seen as true and unchangeable. Gender stereotypes are reproduced and re-enforced through processes such as the education and upbringing of girls and boys, as well as the influence of media. In many societies girls are taught to be responsive, emotional, subservient, and indecisive while boys, learn to be assertive, fearless and independent. Gender stereotyping occurs when such characteristics are persistently attributed to the roles and identities of males and females in society. Gender stereotyping shapes people's attitudes, behaviours and decisions. It locks girls and boys into behavioural patterns that prevent them from developing to their full potential and realising their rights. Gender stereotyping can lead to social exclusion of those who do not fit the stereotype.

### **Empowerment**

Power is the ability to shape one's life and one's environment. The lack of power is one of the main barriers that prevent girls and women from realising their rights and escaping cycles of poverty. This can be overcome by a strategy of empowerment. Gender-based empowerment involves building girls' assets (social, economic, political and personal), strengthening girls' ability to make choices about their future, and developing girls' sense of self worth and their belief in their own ability to control their lives.

### **Gender Mainstreaming**

Gender mainstreaming is the promotion of gender equality into all aspects of an organisation's work and into its systems and procedures. It is a process that addresses what an organisation does (external mainstreaming) and how an organisation works (internal mainstreaming). Gender mainstreaming means that all policies, programmes, as well as organisational and management processes are designed, implemented, monitored and evaluated taking into account the different and relative needs and constraints of girls, boys, women and men with

the aim of promoting gender equality. The goal of gender mainstreaming is to make sure that women, men, girls and boys realise their rights and that inequality is not perpetuated.

## Gender Gap

The gender gap is a measurement of inequality that shows the unequal distribution of opportunities, resources or outcomes between men and women, boys and girls. Gender gaps are usually revealed through the analysis of gender-disaggregated statistics that illustrate the extent of inequalities.

## Gender-Based Violence

Gender-based violence refers to physical, sexual, psychological and sometimes economic violence inflicted on a person because of being male or female. Girls and women are most frequently the targets of gender-based violence, but it also affects boys and men, especially those who do not fit dominant male stereotypes of behaviour or appearance. Gender-based violence may refer to criminal acts of aggression committed by individuals, or to socially sanctioned violence that may even be committed by State authorities. Among these are human rights infringements such as domestic violence, trafficking of girls or boys, female genital cutting or violence against men who have sex with men.

## Patriarchy

Patriarchy (from the Greek patria meaning father and arché meaning rule) refers to a society in which men predominate in positions of power, and certain men hold disproportionate power (fathers, religious leaders, political leaders, for example).

## Masculinity

Masculinity refers to the meanings and expressions given to being a man and the social organisation of men's lives and relations. There is no one version of masculinity but many different kinds of masculinities, in most cultures and countries, however, there are dominant themes about what being a man means. This is known as 'hegemonic masculinity'. Its central beliefs are that men need to be seen to be strong and tough, that they are not responsible for caring for children, that reproductive health and family planning – and even healthcare in general – are for women, and that taking risks proves you are a man.<sup>1</sup>

## Programming for Gender Equality

**Gender Transformative Approach:** is based on the understanding that Gender is central to promoting gender equality and achieving positive development outcomes and transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment.<sup>2</sup>

**Gender Neutral Approach:** Whereby gender is not considered relevant to the outcome, and gender norms, roles and relations are neither worsened nor improved.<sup>3</sup>

**Gender Relational Approach:** Seeks to understand how gender relations shape, and are shaped by institutions such as the labour market, the domestic sphere, trade unions and immigration. It is concerned with examining intersections between gender and social relations including 'race', ethnicity, sexuality, age and (dis)ability.<sup>4</sup>

**Gender Targeted Approach:** Where programmes and policies target a specific beneficiary group.<sup>5</sup> This approach has become popular recently especially with regards to girls empowerment where we are witnessing a proliferation of programmes working in 'girl-only' groups and girl-friendly safe spaces. Some criticize this approach as a backwards move reminiscent of the 'Women in Development' approach which put the onus of women's empowerment on women thus adding to their burdens.<sup>6</sup>

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<sup>1</sup> Connell, R.W. *Masculinities*. Berkeley and Los Angeles, California: University of California Press, 2005 (2nd ed.).

<sup>2</sup> United Nations International Research and Training Institute for the Advancement of Women (INSTRAW). *Glossary of Gender-related Terms and Concepts*. UNAMID.

<sup>3</sup> United Nations International Research and Training Institute for the Advancement of Women (INSTRAW). *Glossary of Gender-related Terms and Concepts*. UNAMID.  
<http://unamid.unmissions.org/Portals/UNAMID/UNAMID%20at%20Work/Glossary%20of%20Gender-related%20Terms%20and%20Concepts.doc>

<sup>4</sup> Gender and Work Database. *A relational Approach to Gender*. Gender and Work Database.

<sup>5</sup> Siyanda. *DFID/SDD Implementation Mainstreaming Core Text*. Siyanda.  
[http://www.siyanda.org/docs\\_gem/index\\_implementation/main\\_coretext.htm](http://www.siyanda.org/docs_gem/index_implementation/main_coretext.htm)

<sup>6</sup> Eyben, Rosalind 'Making women work for development – again.' *Open Democracy*, 29 May, 2008.  
<http://www.opendemocracy.net/article/making-women-work-for-development-again>

## The Millennium Development Goals

The Millennium Development Goals are eight goals set by the United Nations in an attempt to eradicate extreme poverty by 2015. The data below indicates, the following data shows India's performance on these goals against specific indicators (Data sourced from NFHS 3)



### Goal 1 Eradicate Extreme Poverty and Hunger

Proportion of girls under 5 who are underweight  
(Under 3 years)

|             |           |
|-------------|-----------|
| Rural: 36.4 | Urban: 49 |
|-------------|-----------|



### Goal 2 Universal Primary Education

Girls gross primary school graduation rate  
(Completed 5-7 years of education)

|             |             |
|-------------|-------------|
| Rural: 17.5 | Urban: 14.9 |
|-------------|-------------|



### Goal 3 Gender Equality

Proportion of girls aged 15-19 years married by age of 15 years (NFHS 3)  
(Percentage of women married by the age of 15-19 years)

|             |             |
|-------------|-------------|
| Rural: 32.5 | Urban: 14.5 |
|-------------|-------------|

Female transition from primary to secondary education  
(Completed 12 or more years of education)

|             |             |
|-------------|-------------|
| Rural: 13.5 | Urban: 30.5 |
|-------------|-------------|

Estimated female earned income (NFHS 3)  
(Percentage of women who have control over spending their cash income)

|           |             |
|-----------|-------------|
| Rural: 21 | Urban: 33.3 |
|-----------|-------------|



## Goal 4 Child Mortality

IMR, Proportion of young women aged 20-24 years that have achieved atleast secondary education IMR, (NFHS-3)

(Rate of prevalence)

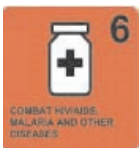
|             |             |
|-------------|-------------|
| Rural: 62.2 | Urban: 41.5 |
|-------------|-------------|



## Goal 5 Maternal Health

More than 4 ANC visits

|             |             |
|-------------|-------------|
| Rural: 27.7 | Urban: 62.4 |
|-------------|-------------|



## Goal 6 HIV/AIDS, Malaria and other diseases

Ratio of young women to men living with HIV/AIDS

(Percentage of women and men living with HIV/AIDS ( NFHS 3, Age group 15-49 years)

|                     |                     |
|---------------------|---------------------|
| Rural (Men): 0.32   | Urban (Men): 0.41   |
| Rural (Women): 0.18 | Urban (Women): 0.29 |

Prevalence of TB amongst women per 10,000 of the population

(Rate of prevalence)

|            |            |
|------------|------------|
| Rural: 371 | Urban: 247 |
|------------|------------|







## **'Because I am A Girl' Reports**

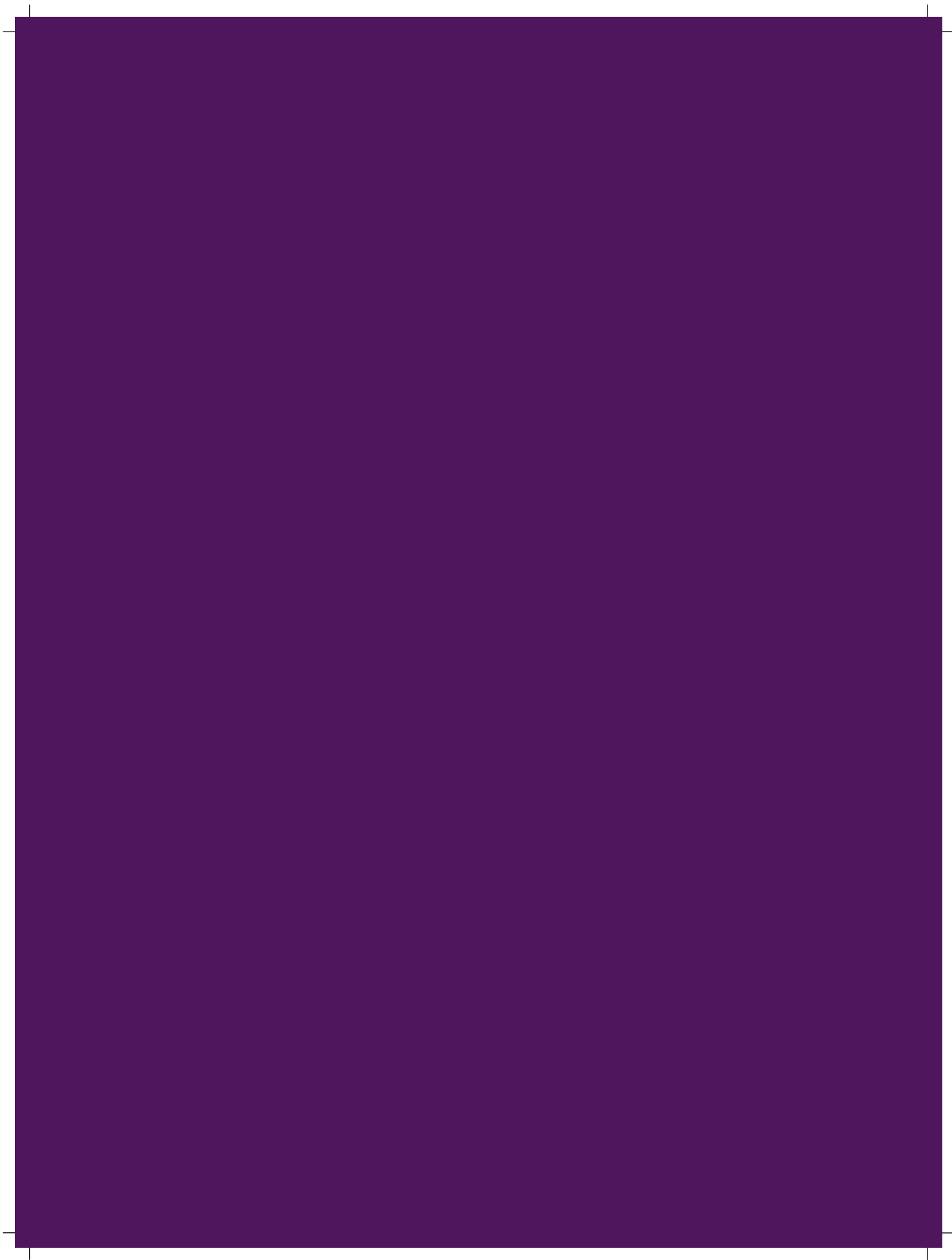
Beginning in 2007, Plan initiated a campaign 'Because I am A Girl' (BIAG) at the global level to draw attention and seek action for the survival, protection, development and participation rights of the girl child.

The 2007 publication of BIAG highlighted the cycle of poverty, gender based violence and exploitation faced by girls and proposed the need for participation of girls and women in decision making processes and change of laws in favour of girls and women.

The 2008 BIAG report examined the state of girl's conditions in conflict situations around the world including India.

In 2009, The State of Girl Child in India focused on female foeticide, infanticide, unequal wages and lack of access to resources.

The 2010 report highlighted the concerns of adolescent girls in urban India in the context of growing urbanization and digital revolutions' and new livelihood opportunities that pose challenges for these girls.



## About Plan India

Plan India is a nationally registered child centred community development organisation. For over 30 years, Plan and our partners have helped communities throughout India to help themselves, so that children have access to their rights including the right to protection, basic education, proper healthcare, a healthy environment, livelihood opportunities and participation in decisions which affect their lives. We encourage children to express their views and be actively involved in improving their communities. Plan India currently works in 9 states in India and has impacted the lives of over a million children.

Plan India's rights based approach helps bring lasting improvements to the lives of vulnerable children and their communities in India, including children living on the streets and those living in urban homeless families; those with disabilities or affected by HIV; those who are exploited and trafficked; the children of sex workers; and child labourers. Plan India also works to help girls overcome the disadvantage and discrimination they face in everyday life within most communities.

Plan India's Country Strategic Plan (2011-2015) aims to implement child centered community development (CCCD) through seven key country programmes in the areas of early childhood care and development (ECCD) and quality education, health, drinking water and clean environment, improved standards of living through household economic security, and right to life with dignity during emergencies. Child participation, child protection, gender equity and advocacy are cross cutting components.

Plan India is committed to the principles of child rights and equality, and we work to develop the capacity of civil society to meet their own needs by replicating successful development models.

Plan India is part of Plan International, one of the world's largest community development organisations. Plan's vision is of a world in which all children realise their full potential in societies which respect people's rights and dignity.

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