



Tools to Build African Australian & CaLD Men as Leaders in the Prevention of Domestic Violence Project

WORKSHOP ACTIVITY: WORKING FOR GENDER JUSTICE

TIME: 1.5 to 2 hours (for single-sex and/or mixed sex-groups).

TOOLS:

- Large sheets of paper and felt tipped pens for small group activities.
- Whiteboard or flip-chart for the facilitator, with pens.
- Handouts from the Toolbox: 'Equality Wheel' and the 'Power Wheel'

Step 1 (40 minutes in total):

Ask each participant to choose a partner and share their answers to these questions (10 minutes each):

For men:

- What have you learned about being a man (masculinity) and who did you learn it from?
- What have you learned about being a woman (femininity) and who did you learn it from?
- What do you like about being a man?
- What don't you like about being a man?
- In what ways are men more powerful than women in your cultural group?
- In what ways are women more powerful than men in your cultural group?

For women:

- What have you learned about being a woman (femininity) and who did you learn it from?
- What have you learned about being a man (masculinity) and who did you learn it from?
- What do you like about being a woman?
- What don't you like about being a woman?
- In what ways are men more powerful than women in your cultural group?
- In what ways are women more powerful than men in your cultural group?

Bring people back into the larger group to share their responses to these questions.

Step 2 .

- Ask the group to list the main institutions in society that teach men and women about gender and gender roles. (See below a list of some of the most important social institutions).
- Ask the group to identify the most important institutions that teach men and women about gender – that is, what it means to be a ‘normal’ and ‘acceptable’ male and a ‘normal’ and ‘acceptable’ female in your culture. They need to be clear about why each institution is important.
- Encourage participants to be clear about their reasons for saying that one institution is more important than another.
- Agree on a list of the most important institutions in teaching men and women about gender – what it means to be masculine and feminine.

Use the list below to help.

- i. The family
- ii. Schools
- iii. Workplaces
- iv. Religious institutions
- v. The media
- vi. Governments (parliaments, policies and practices)
- vii. Legal institutions (legislation and courts)
- viii. Internal policing and external security (police, prisons, military)
- ix. Other

Step 3.

Divide the group into smaller groups.

Tell each small group to focus on one of the social institutions they listed. Ask the small groups to discuss the following questions and appoint a recorder who will report-back to the rest of the participants:

- What does this social institution teach men about gender (masculinity and/or femininity)?
- How does this social institution help to maintain the imbalance of power between women and men?
- What could men within this social institution do to make sure that it promotes gender equality?
- What could other men outside this social institution do to make sure that it promotes gender equality?

Allow 20 minutes for this small group work. Then bring everyone back together.

Ask each small group to report back to the rest of the participants on their discussion (15 minutes in total).

Finally, round up with the notes below and a reminder of the workshop's key message:

You can end gender-based power imbalances and inequality!

Facilitator notes

Different institutions play different roles in maintaining gender inequality.

Some institutions (such as the family and religious institutions) teach men that it is 'natural' or 'normal' that they have more power than women. Other institutions (such as the military, parliaments, and some workplaces) are dominated by men and express male power. All institutions (schools and the media) overtly and covertly send messages to men and women about men's superiority.

Men within these institutions can promote gender equality in policies and culture.

Men in leadership positions within institutions make decisions on the policies and culture of the institution. These men have a key role to play in promoting gender equality through influencing institutional policies and culture. Other men within the institution can try to influence policy and culture through arguing or pressuring for change.

Men on the outside can challenge the part played by institutions in gender inequality.

Depending on the institution, men on the outside may have many possible roles to play in challenging the gender inequalities inherent in a particular institution. This can range from lobbying for change with leaders, to being involved in protests against the gender inequalities produced by these institutions.