

MenCare

A GLOBAL FATHERHOOD CAMPAIGN

CARING Webinar Series

Highlighting the strategic recommendations from the  
State of the World's Fathers 2023 Report

# MenCare Webinar Series 3

## Revolutionizing the Way Boys are Taught About Care

Friday, August 25, 2023

07:00 - 08:30 am PT / 10:00 - 11:30 am EST / 04:00 - 05:30 pm CEST

MenCare

GLOBAL  
BOYHOOD  
INITIATIVE

equimundo  
CENTER FOR  
MASCULINITIES  
& SOCIAL JUSTICE

# Agenda

## Welcome and overview

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The 'R' in CARING: Introduction to MenCare and GBI

Redefining Masculinities at The Gender Lab in India

Insights on boys' participation in Roots of Empathy

Room to Read Life Skills for Equality Project in Cambodia

The KINDER project resources

Questions and Answers

Suna Hanöz-Penney – AÇEV Turkey

Wessel van den Berg - Equipundo

Aleena Varghese – The Gender Lab

Mary Gordon - Roots of Empathy

Nguyen Ngoc Thuy – Room to Read

Tatiana Moura - Centre for Social Studies at the University of Coimbra

# Today's panel



**Suna Hanöz-  
Penney**

*moderator*

Açev Mother and  
Child Foundation  
Turkey



**Wessel van  
den Berg**

Equimundo



**Aleena Varghese**

The Gender Lab



**Mary Gordon**

Roots of Empathy



**Nguyen Ngoc  
Thuy**

Room to Read  
Vietnam



**Tatiana Moura**

Observatory on  
Masculinities at  
Centre for Social  
Studies at the  
University of Coimbra

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**Questions and Answers**



### Programming

Our programs engage men and women around the world to become active parents, more equitable partners, and agents of positive change in their communities.

### Advocacy

From promoting paid parental leave to raising awareness of the harmful effects of corporal punishment, our advocacy efforts aim to challenge structural inequalities.

### Media Campaigns

MenCare's media campaigns, adapted around the world, inspire men, their families, and their communities to support men's caregiving.

## MenCare Around the World



MIDDLE EAST AND NORTH AFRICA

SUB-SAHARAN AFRICA

EUROPE AND CENTRAL ASIA

ASIA PACIFIC

AMERICAS

### Get Involved



Inspire change in your community.

JOIN US

### Newsletter



Stay in the know.

SIGN UP

### Contact Us



We'd love to hear from you!

EMAIL US

# MenCare

A GLOBAL FATHERHOOD CAMPAIGN



HIV/AIDS • GENDER EQUALITY • HUMAN RIGHTS

TOGETHER WE CAN CHANGE BOYHOOD FOR THE BETTER.

The Global Boyhood Initiative is about guiding boys to:



SHARE EMOTIONS IN HEALTHY WAYS



ACCEPT & CONNECT WITH OTHERS



STAND UP & SPEAK OUT AGAINST  
BULLYING & INEQUALITY



BREAK FREE FROM STEREOTYPES



[WHAT IS THE GLOBAL  
BOYHOOD INITIATIVE?](#)

Read our one-pager about GBI.



[WATCH OUR RECENT WEBINAR  
ON BOYS & EDUCATION ON  
APRIL 8](#)

What is gender-transformative education? How can it promote gender equality and equitable educational opportunities to help all students learn and thrive? Join the Global Boyhood Initiative and experts in the field for a panel discussion.

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BOYHOOD  
INITIATIVE



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equimundo MenCare

# State of the World's Fathers 2023

Centering Care in  
a World in Crisis



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## HEADLINE 6

**The changing state of boyhood: Parents believe sons as well as daughters should be taught to do care work**



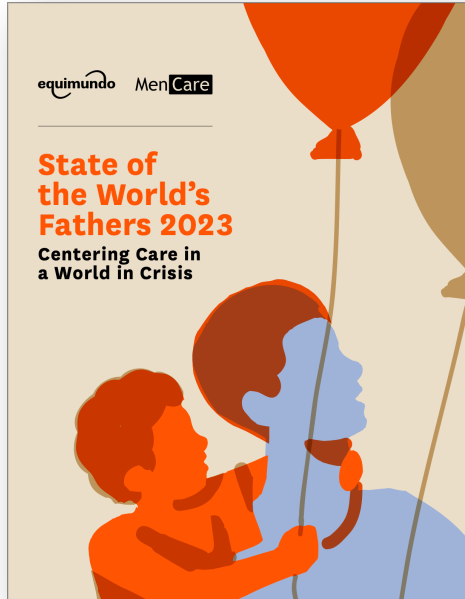
*“As boys, we were kept at a distance from nurturing and tenderness, the very qualities we want to offer our children.”*

– Eric Marsh Sr., The Fathering Circle, USA<sup>17</sup>

### KEY SURVEY FINDING

*A majority of men and women – more than 80 percent in most countries – disagreed that “boys should not be taught how to sew, cook, clean, or take care of siblings” meaning they agree that boys, too, should be encouraged to do care activities* (Figure 11). In Turkey, 52 percent of men and 41 percent of women disagreed, and in India, 58 percent of men but 79 percent of women disagreed.

Other questions revealed the ways in which boys are socialized to believe they are in charge in the household, and that they should not show their feelings.



**C**enter care systems in policies and public institutions, focusing on the most marginalized

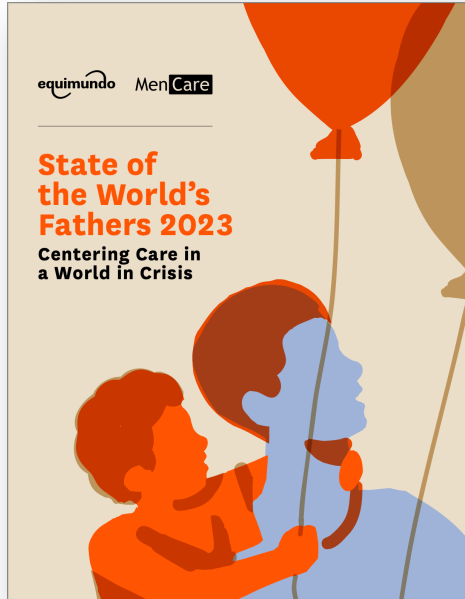
**A**dvocate for a culture of care in all workplaces

**R**evolutionize the way boys are taught about care

**I**nvest in care, measure it, and disaggregate by gender, social class, and age

**N**ormalize equal parental leave for mothers, fathers, and all caregivers, and for care of all kinds

**G**enerate and disseminate mainstream media that portrays men and boys as caring and competent caregivers



### **RECOMMENDATION 9:**

Start young to promote emotional connection and expression, to reframe masculinity and boyhood as caring and valuing care. This means engaging parents, teachers, peers, and coaches, and providing hands on opportunities for boys to learn and practice care.

### **RECOMMENDATION 10:**

Harness the power of digital tools by creating age-appropriate educational materials since even young children may spend much of their time online and in digital worlds.

### **RECOMMENDATION 11:**

Manufacturers and producers of toys, games, and clothing, as well as television programs, need to ensure that, at the very least, they do not reinforce stereotypes and, at best, they actively promote gender equality among children and young people.

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**Questions and Answers**



# Redefining Masculinities at The Gender Lab

**Aleena Varghese**  
**The Gender Lab, India**

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# Insights on Boys' participation in Roots of Empathy

Mary Gordon  
Roots of Empathy



Roots of Empathy  
Racines de l'empathie

Our vision is to change  
the world, child by child.

## Revolutionize the way boys are taught about care

### A MenCare Caring Webinar Series



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BOYHOOD  
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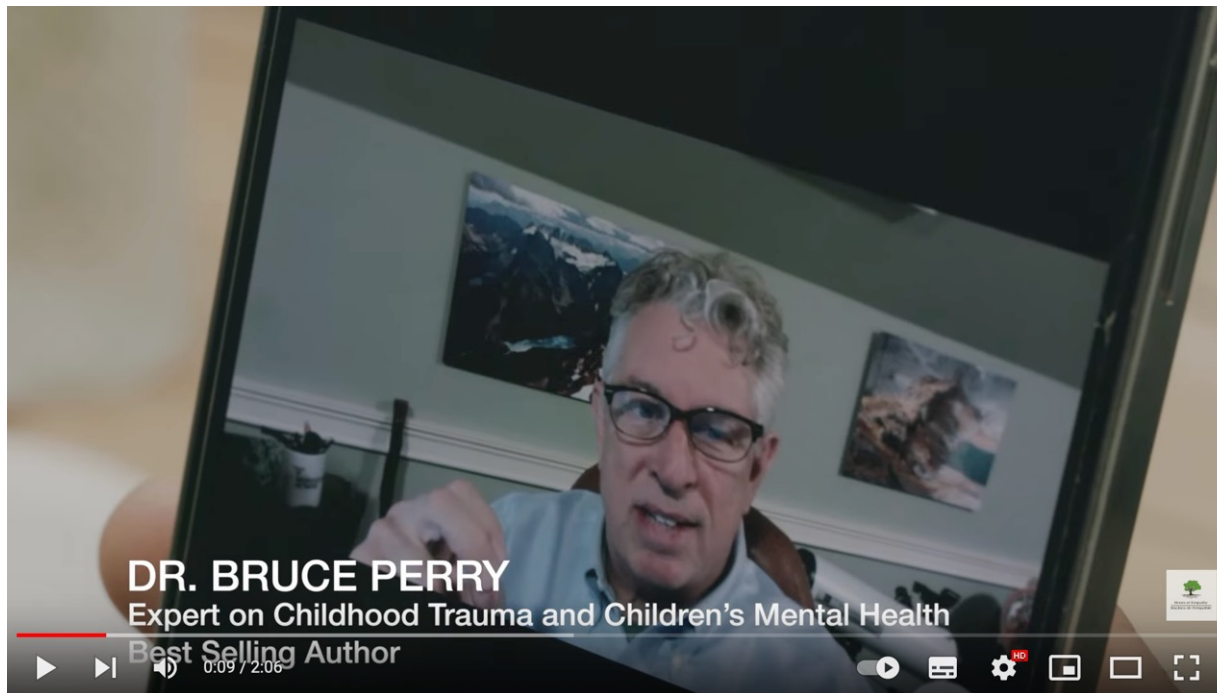
Mary Gordon, C.M., O.N.L., O.ON., LL.D., D.Litt.  
Founder/President, Roots of Empathy





Roots of Empathy  
Racines de l'empathie

# The Impact of Roots of Empathy





Roots of Empathy  
Racines de l'empathie

# The “Tiny Teacher”





Roots of Empathy  
Racines de l'empathie

# Boys in ROE Classroom







Roots of Empathy  
Racines de l'empathie

# Boys in ROE Classroom







Roots of Empathy  
Racines de l'empathie

# Fathers in ROE Classroom





Roots of Empathy  
Racines de l'empathie

# Fathers in ROE Classroom





# Research on Roots of Empathy

Since 2000, the Roots of Empathy program has been evaluated by independent researchers through comparative and randomized controlled studies. This research has been conducted in numerous countries across three continents.

## **Independent research has found that children in the Roots of Empathy program experience:**

- An increase in prosocial behaviours (E.g., kindness, sharing, helping, and including)
- An increase in empathy
- An increase in knowledge of infant development
- A decrease in aggressive behaviours, including bullying

(Schonert-Reichl, Zaidman-Zait and Hertzman, 2012; Santos et al, 2011; Latsch and Bollinger, 2017; Connolly et al, 2018)





Roots of Empathy  
Racines de l'empathie

# Thank you

**Mary Gordon C.M., O.N.L., O.ON., LL.D., D.Litt.**  
**Founder/President,**  
**Roots of Empathy**

C: 416-414-4516

[mgordon@rootsofempathy.org](mailto:mgordon@rootsofempathy.org) | [www.rootsofempathy.org](http://www.rootsofempathy.org)



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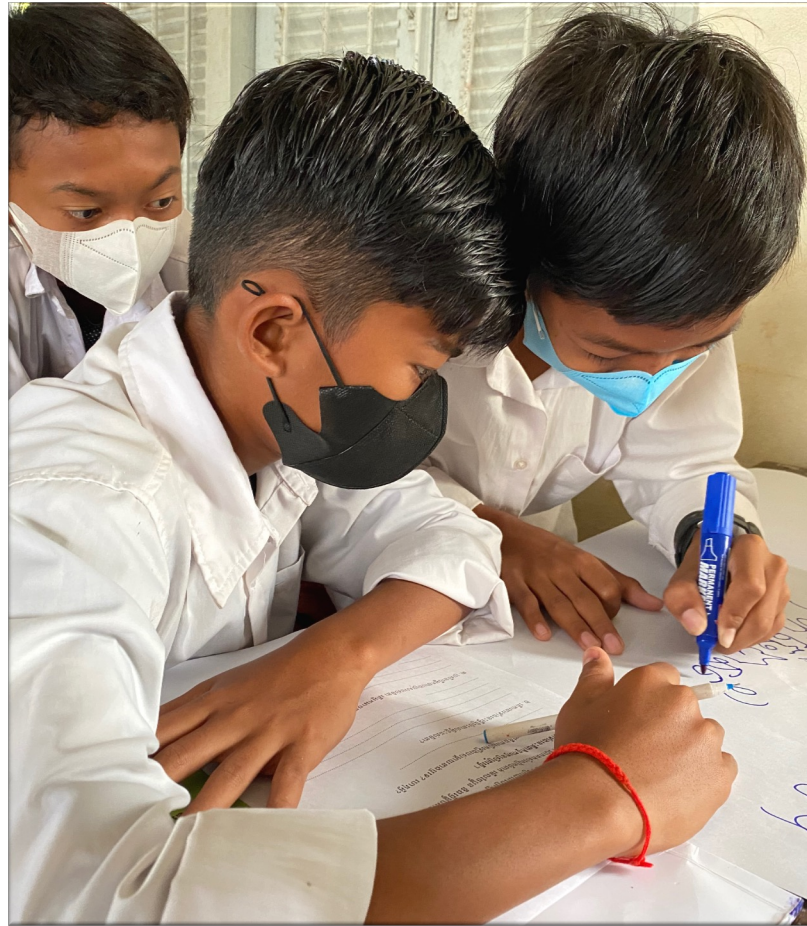
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# Gender Equality – Boys’ Engagement

Life Skills for  
Equality Project  
(LSEP)  
Cambodia





# Gender Equality & Girls' Education at Room to Read

**Our theory of change focuses on the intersection of education, gender equality, and pressing global issues.** Room to Read supports girls to develop the foundational life skills they need to overcome challenges in their families, communities and the world. We use the evidence we generate through our demonstration approach to engage with governments and partners and to improve practices in education systems.

**More than 3 million girls\*\* have benefited from our program!**

# Why boys' engagement?



# Our Boys' Engagement Approach

Promote boys' critical reflection on gender norms & stereotypes, including masculinities.

Support them to define manhood in healthy and more equal ways.

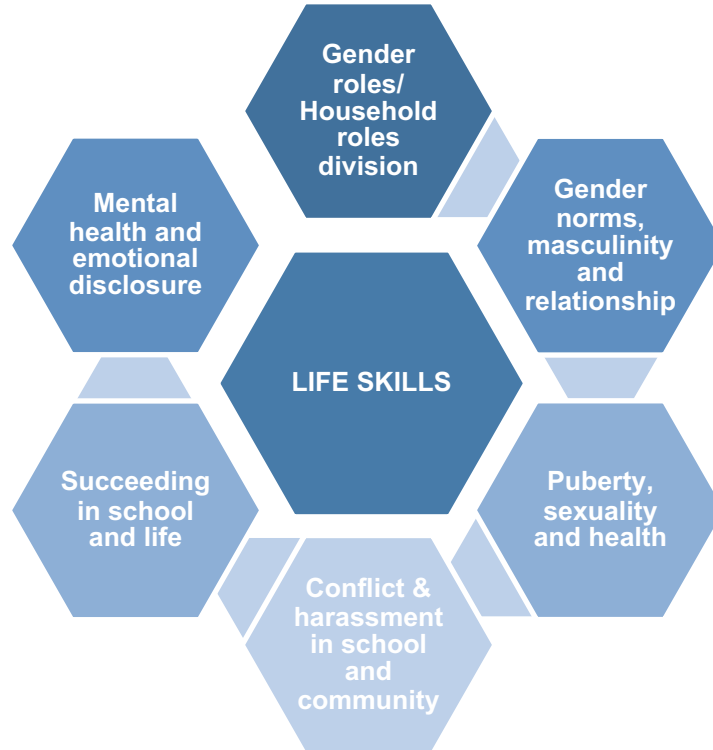
Develop skills and determination to graduate, develop a strong network of peers, and develop equal and respectful relationships.

Become aware of harmful gender norms that impact the girls and women in their classrooms, homes and communities.



# 2-year life skills education for boys

- 2 cohorts of 800 boys Grade 7 - 8 at 4 schools in Banteay Meanchey, Cambodia.
- Develop life skills for boy to succeed in school and beyond school, raise awareness of and challenge harmful gender norms.




# Overview of LSEP curriculum/year

<b>Who delivers the sessions</b>	LSEP facilitators and teachers conduct the curriculum sessions The maximum ratio for facilitator/teacher to participants is 1:20
<b>Number of sessions</b>	There are 17 sessions in total, in which 4 sessions are conducted to a mixed group of boys and girls
<b>Session frequency</b>	Curriculum sessions are facilitated once per week, during the school day as possible, for 6 - 7 months.
<b>Session duration</b>	45 minutes each session. A couple of the sessions are 90 minutes to accommodate setting up/wrapping up the project, or to cover complex topics.
<b>How many boys participate in each session</b>	Between 15-20 boys participate in each session. For the mixed/co-ed sessions, each session is split into 2 groups with around 15 – 20 participants (approx. 50% girls & 50% boys) for each.


# LSEP Curriculum

#	SESSION TITLE – GRADE 7	SESSION TITLE – GRADE 8
1.	Introducing the Life Skills for Equality Project (LSEP)	Welcome Back to the Life Skills for Equality Project
2.	Gender Values Clarification	Taking Care of My Body and My Mind
3.	My Changing Body	Challenging Gender Norms*
4.	Gender and Societal Expectations*	Gender and Human Rights*
5.	Masculinity	Gender and My Identities
6.	Succeeding in School	Leadership and Success*
7.	Understanding My Emotions	Navigating Online Space
8.	Communication Skills	Being an Advocate for Myself and Others*
9.	Time Management	Building for Success
10.	Power	Power and Privilege
11.	Types of Violence	Equal and Consensual Relationships
12.	Keeping Myself and Others Safe*	Protecting Myself and My Future Partner
13.	Making My School Safe*	Creating a Safe Space
14.	My Support Network	Building My Community*
15.	New Emotions, Changing Relationships*	Creating a More Equal Society
16.	Being Respectful of Menstruation	Living in a Pandemic World
17.	We Are Empowered	An Empowered Word

## Session 5: Masculinity

PROGRAM	THEME	UNIT	TOTAL TIME	BOYS ONLY/MIXED
LSEP	Gender Norms, Masculinity, and Relationships	Unit 1: Grade 7	45 minutes	Boys Only
Objectives	<ul style="list-style-type: none"> <li>Boys identify the challenges young men face when trying to fit inside the Man Box (society’s ideas about how a “real man” should be).</li> <li>Boys understand the negative consequences of being in the Man Box.</li> <li>Boys identify the positive qualities that they would like to put inside their Human Box to become better (more gender-equitable) boys / young men.</li> </ul>			
 Materials	<ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Pieces of small paper (or sticky post-its)</li> <li>Tape</li> <li>Pens or colored markers</li> <li>Enough copies for all participants of the “Activity 5.3 Handout: My Human Box”</li> </ul>			
Session Preparation	<ul style="list-style-type: none"> <li>Important: It is often difficult to get boys to share personal feelings and experiences in a group. Give boys time to respond to your questions by taking long pauses. Do not be uncomfortable with the silence.</li> <li>Read and review: Review the handout and Facilitator Resource Sheet “About Masculinity.”</li> <li>Prepare the Activity: For Activity 5.2 -The Man Box, prepare a short, personal story about a time you were told (or witnessed someone being told) to “act like a man” and how it made you feel. This sharing is optional.</li> </ul>			

## Session 5: Gender and My Identity

PROGRAM	THEME	UNIT	TOTAL TIME	BOYS ONLY/MIXED
LSEP	Gender Norms, Masculinity, and Relationships	Unit 2: Grade 8	45 minutes	Boys Only
Objectives	<ul style="list-style-type: none"> <li>• Participants define and describe their diverse identities.</li> <li>• Participants apply human rights concepts to diverse gender and sexual expressions.</li> </ul>			
 Materials	<ul style="list-style-type: none"> <li>• Flipchart paper; Tape</li> <li>• Markers and sticky notes</li> <li>• Blank or scrap paper for participants</li> <li>• Colored stars (see instructions in Session Preparation below)</li> <li>• Pens or colored markers (1 per participant)</li> </ul>			
Session Preparation	<ul style="list-style-type: none"> <li>• Important: It is often difficult to get adolescents to share personal feelings and experiences in a group. Give participants time to respond to your questions by taking long pauses. Do not be uncomfortable with the silence.</li> <li>• Display the flip chart with terms and definitions from Session 4 in the space where participants can see it. Welcome participants as they come into the room and ask them to review the terms on the flip chart as they wait for others.</li> <li>• Prepare the Activity:               <ul style="list-style-type: none"> <li>○ For Activity 5.1 – Reflect on your social and personal identities to share with participants.</li> <li>○ For Activity 5.2 – Identity Stars, print and cut stars out of colored paper (colors can be changed as needed):                   <ul style="list-style-type: none"> <li>▪ 6 white stars; 6 orange stars; 6 yellow stars, and 6 green stars</li> </ul> </li> </ul> </li> </ul>			

# What LSEP participants said...

“I prefer Session 3 about My Changing body. I can learn on how my physical, mental and social change since I am growing into adult. Moreover, the session teaches me on how to manage these changes.”



*Chim Kanha, Grade 7 student  
(Preahnet Preah Secondary  
School)*



“I am struggling to fight against a gender stereotype based on a proverb that many people in the community believe: ‘Like Father, Like Son.’ To me, it is such a **negative norm** because I will never copy the ways that my father used alcohol, domestic violence, and bad words to overcome challenges.”



*Ech, Grade 7 student  
(Roungkor Upper Secondary  
School)*



“So far, I used to stay alone, and I thought it is not my job as a boy to do household such as cleaning, cooking, or looking after my young sister. Now I know that I am an important person to share those works at home or at school.”

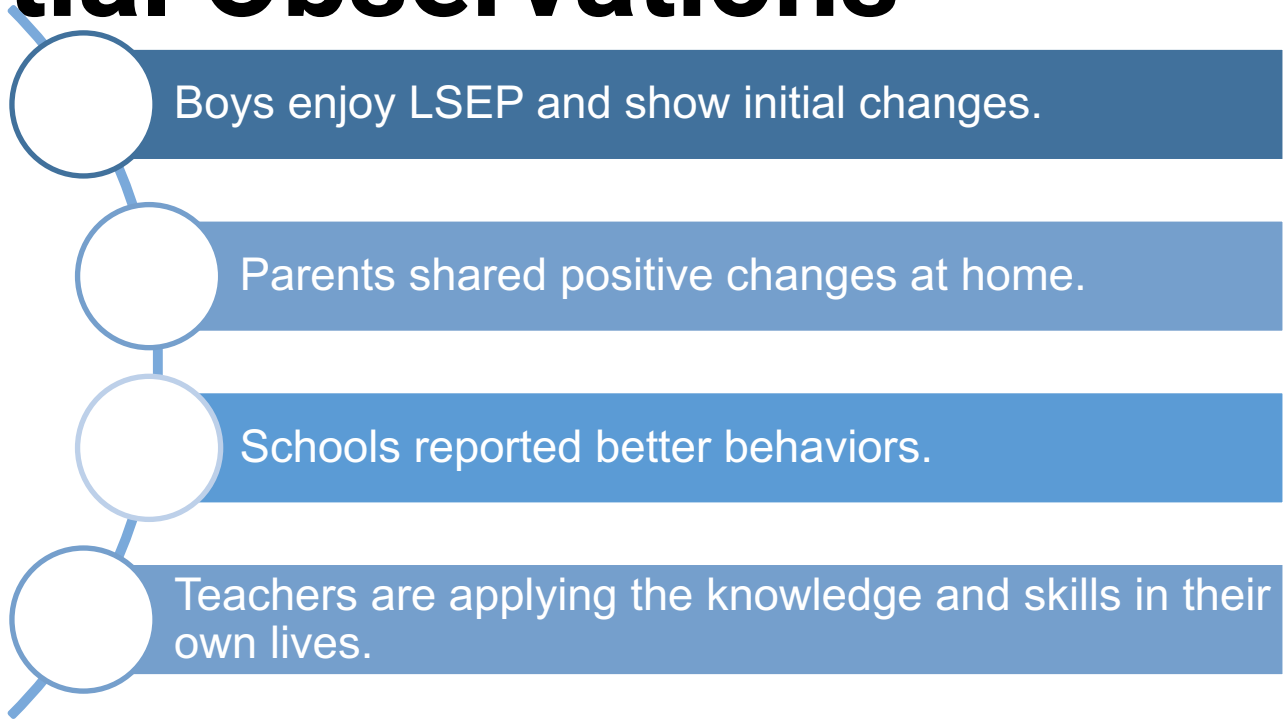
A grade-8 boy, Chub Vary High School



*Mr. Chum Tith, LSEP teacher  
(Raungkor Secondary School)*

“Within 6 sessions delivered, I observe many students are gradually changing their behavior such as more active participation, brave and have good communication with their friends and teachers. I need further technical support on technical skills”

# Initial Observations



Boys enjoy LSEP and show initial changes.

Parents shared positive changes at home.

Schools reported better behaviors.

Teachers are applying the knowledge and skills in their own lives.

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# Reflections and thoughts...

# Reflections from up-to-date implementation



- Harmful gender norms and inequality are deeply rooted in the society, and it takes time to make changes.
- Opportunities to construct gender understanding through daily experiences could be an important factor to motivate boys' learning and changes.

# Reflections from current implementation



- The journey towards gender transformation may involve regressions before advancements.
- This may be normal, but regressions should be identified and addressed proactively.

# Reflections from midterm evaluation

- Mentorship as an integral part of life skill education.
- Importance of community and family engagement.







Thank you!

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**Questions and Answers**



Revolutionize the Way Boys are Taught About Care  
August 25th 2023

# KINDER PROJECT



TACKLING GENDER STEREOTYPES IN EDUCATION AND EARLY CHILDHOOD:  
BUILDING A GENDER-RESPONSIVE PEDAGOGY IN CHILDREN'S EDUCATION

Tatiana Moura

CENTRO DE ESTUDOS SOCIAIS - UC





The logo for 'kinder' is written in a lowercase, sans-serif font. Each letter is a different color: 'k' is purple, 'i' is red, 'n' is yellow, 'd' is green, 'e' is blue, and 'r' is orange.

# KINDER TOOLKIT

Materials produced in Portugal

By KINDER Team

- PORTUGUESE KINDER MANUAL
- 2 CHILDREN'S BOOKS:
  - 3 – 6 YEARS OLD
  - 7 – 12 YEARS OLD
- CONVERSATION STARTERS
- ANIMATION “BE KINDER”



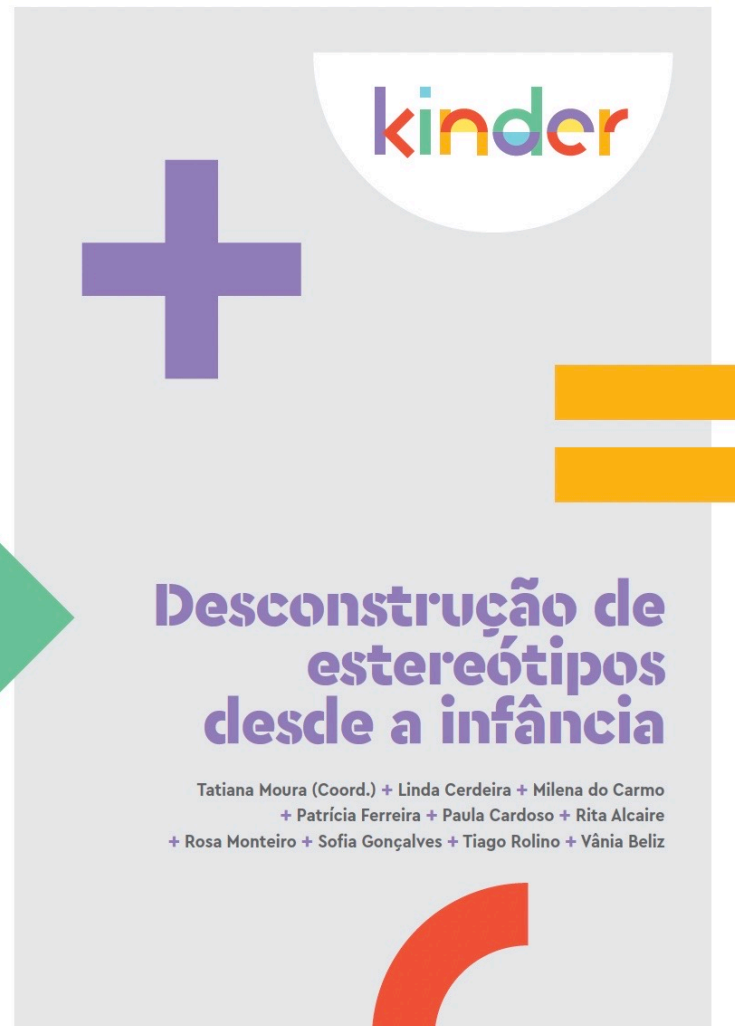


# KINDER MANUAL PT

[DECONSTRUCTING STEREOTYPES FROM CHILDHOOD]



AVAILABLE AT: [Manual KINDER – Kinder \(uc.pt\)](https://www.kinder.uc.pt)



## Desconstrução de estereótipos desde a infância

Tatiana Moura (Coord.) + Linda Cerdeira + Milena do Carmo  
+ Patrícia Ferreira + Paula Cardoso + Rita Alcaire  
+ Rosa Monteiro + Sofia Gonçalves + Tiago Rolino + Vânia Beliz



# kinder




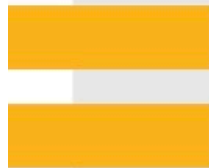
## BE KINDER:

UNRAVELLING PATHS TO ADDRESS GENDER

STEREOTYPES

IN EDUCATION AND EARLY CHILDHOOD

## KINDER EUROPEAN MANUAL



## BE KINDER:

unravelling paths to address  
gender stereotypes in education  
and early childhood

Tatiana Moura (Coord.) + Ayça Alaylı  
+ Patrícia Ferreira + Marta Mascarenhas + Maja Gergorić  
+ Mihaela Ionescu + Valentina Longo



# THEORY AND RATIONALE OF KINDER



## CHALLENGING GENDER STEREOTYPES + PROMOTING A BALANCED SOCIALIZATION OF GIRLS AND BOYS

= Core strategy adopted by education systems and programs to achieve healthier and more balanced societies

- Education programs targeting GE in several age groups
- **Gap:** GE approaches in **EARLY CHILD DEVELOPMENT STAGES** [kindergartens, pre-schools, and elementary schools]
- **KINDER's Initial Premise:**
  - Stereotypical ideas about gender roles underlie challenges related to psychosocial development and well-being, and profound social inequalities.



# IMPACT OF GENDER ON THE EDUCATION SYSTEM



- Gender differentiation continues to shape practices and curricula (visible & hidden), which makes its deconstruction particularly challenging
- Most school staff are not trained to address gender-related issues and/or are not aware of their own gender bias and, thus, contribute to the perpetuation of gender stereotypes.
- Interaction with children constructs gender and reflects the social norms of the society in which we live, impacting on the learning environment.
- **Teachers and educators PLAY a key role in the healthy and equitable development of children.**
  - E.g. - The Commission for Citizenship and Gender Equality (CIG) action “Education Guides for Gender and Citizenship - Preschool” only targeted 93 professionals out of a total of 16 079 registered professionals (0.6%).

# HOW DOES KINDER CONTRIBUTE TO OVERCOME THIS GAP?

## KINDER PROGRAMME

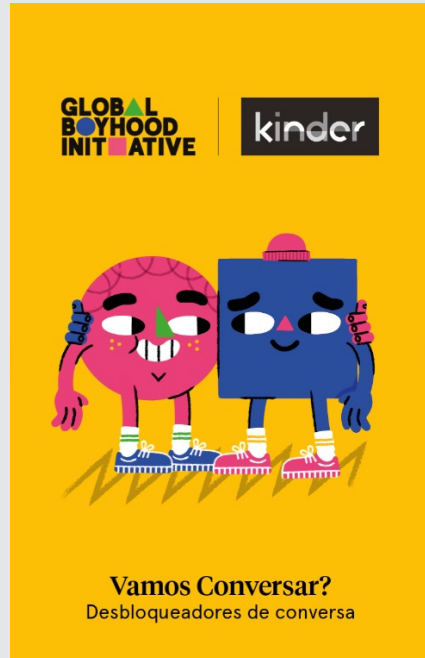
**GOAL** – To develop an effective and innovative program & training curricula for professionals working with children at preschool (aged 3-6) and from the first cycles of basic compulsory education (7-12 years old)

## PRIORITIES

- To provide data, educational materials and teaching recommendations in both public and private kindergartens and primary schools
- KINDER's main effort is to create changes at institutions at national levels.
  - To achieve this goal, the project has established a series of partnerships with public authorities in each of the KINDER partner countries



# PEDAGOGICAL TOOLS



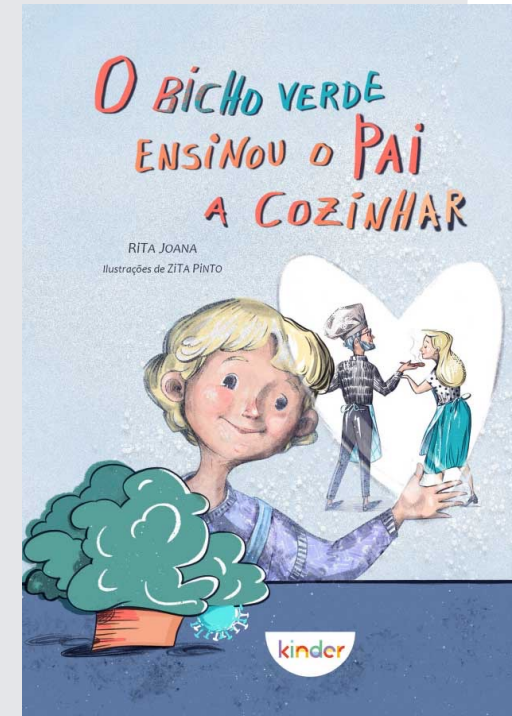
<https://kinder.ces.uc.pt/resources/vamos-conversar/>

Conversation starters (for boys and girls)



<https://kinder.ces.uc.pt/playroom/>

Children's books



# KINDER APPROACH – OPEN ACCESS TO ALL!



Training activities and pedagogical suggestions are available in the Playroom [[Playroom – Kinder \(uc.pt\)](#)] and Resources [[Resources – Kinder \(uc.pt\)](#)] areas of the KINDER website:

- They ensure the **sustainability of the project** in an ever-changing digitalised educational world (online hub that will be maintained after the end of the project).

**KINDER TRAINING METHODOLOGY** includes:

- The **piloting the methodology** with targeted schools to develop guidelines, response frameworks and implementation plans that address the transmission of gender stereotypes in the school context.
- Training sessions with staff of educational institutions (e.g., kindergarten and elementary school teachers, assistants, administrative staff, etc.) and with families.

The training curricula was designed based on the experience of KINDER partners and with the advice of ISSA. It is now recommended by the Ministry of Education as a good practice and pedagogical tool

(<https://cidadania.dge.mec.pt/igualdade-de-genero/noticias-e-eventos/projeto-kinder-lanca-manual-de-desconstrucao-de-estereotipos> )

**THANK YOU!**



**Tatiana Moura**

(Observatório Masculinidades.pt / CES)

[tatiana@ces.uc.pt](mailto:tatiana@ces.uc.pt)

[kinder.ces.uc.pt](http://kinder.ces.uc.pt)

**#KINDERproject**



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**Questions and Answers**

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# Reflections



**Panel reflections**

**Audience questions and reflections**



MenCare

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[www.men-care.org](http://www.men-care.org)  
Get Involved - [info@men-care.org](mailto:info@men-care.org)

MenCare is coordinated by Equimundo and Sonke Gender Justice