Acknowledgements

The video films that accompanies this pack was produced by a group of committed, creative and well know film makers in South Asia: Manzare Hassin, Bangladesh; Rahul Roy, India; Tsering Rhitar and Kesang Tseten, Nepal; and Farjad Nabi and Mazhar Zaidi, Pakistan.

The video films depended on the substantial contribution and support of Dr. Shekhar Seshardari, NIMHANS, India; Dr. Ruth Finney Hayward and Anne Skatvedt, UNICEF and Ranjan Poudyal and Michael Etherton, Save the Children UK.

Many thanks also goes to SCF UK and UNICEF staff in Nepal, Bangladesh, Pakistan and India who have given much of their time and support in the production of the video films. Thanks also goes to Save the Children Sweden, Save the Children UK, UNICEF German National Committee and NORAD for providing the financial support for the production of the films.

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Welcome to Let’s talk MEN. Let’s talk MEN is a series of films on masculinities. The focus of these films is to explore how children and young people’s perceptions and beliefs can be affected through watching and subsequent group discussion. This is in the absence of similar possibilities in the home and school environment.

These educational films are to be used with children and young people, primarily boys. Providing alternative male role models in contrast to the dominant role models, which are often violent towards women and girls and where these behaviours are accepted as the norm. The films are designed as experimental learning tools to increase and extend the impact of NGOs, academics and other social organisations in tackling the problems of increasing violence against girls. The emphasis here is on experiential learning.

Violence, both domestic and social, has an indirect and direct impact on children. Both as witnesses and as victims of assault, incest and rape. In violent homes, a child’s nutrition, health, good conduct at school, emotional well being and self esteem are less then they would be in a nonviolent home. In later life, children growing up in a violent environment, are more likely to be violent towards
themselves and others. To be addicted to drugs or alcohol, involved in crime, commit suicide, to be sexually exploited and to have difficulties in sexual relations.

In South Asia, much of the violence against women and girls, especially social and domestic violence, springs from the operation of patriarchy. Strategies for tackling this have been generally targeted at women. Since men are perpetrators of violence it is imperative that men’s roles and responsibilities are addressed. There have, however, been very few attempts to involve men and nothing to our knowledge specifically addresses boys, adolescents and young men about their masculinities. These films attempt to do just this.

The primary target audience for these films are adolescents within the age group of thirteen to twenty years, particularly boys, in formal and informal settings in urban, semi-urban and rural areas.

The secondary target audience are members of the general public that are interested in gender issues related to men and would benefit from viewing and using the films as teaching and learning tools.

The films can be used within existing programmes to present children and young people, particularly boys, with alternative male role models. They can be screened widely in carefully planned interactive screenings, in a variety of settings, with Save the Children and UNICEF’s partners, NGOs, INGOs, government educational departments, and other interested groups.

About the Screening and Facilitation Guide

The entrenched patriarchal family, societal, and institutional practices in South Asia have lead to a situation where gender discrimination and violence against women is exceedingly high, with severe oppression of girls and women.

There is a constantly recurring notion that real manhood is different from simple anatomical maleness. Maleness is not a neutral condition that comes out spontaneously ... does not in any way condone coercive conduct but it helps us understand the phenomenon and suggests possible interventions.

While men generally hold more power than women it is also true that men have power over other men and this is where it is important to examine the
politics of domination and the manner in which this perpetuates patriarchy.

The methodologies used by various organisations and groups to address critical social issues such as violence against women have not been seen to have the intended impact. This is because, in boys and girls, the conditions for developing knowledge, perceptions and underlying belief systems, do not allow for the internalization of gender sensitivity. This has been the problem faced by most people when dealing with young individuals.

The greatest success has been with the programmes that offer scope for sensitive reflection using a layered approach. The idea is to start a dialogue at the level of general experiences and then move on to problem experiences. It is hoped that this will lead to discussions on many issues such as schools, family and relationships and conflicts, abuse and biases.

Moving from a level of general experience to specific issues is a convenient method of facilitation. This forms the basis of the masculinities film project. The guiding principle is that, if the films could be made to address experiences and processes related to masculinity, then this could provide a platform to initiate a discussion with young people on the larger concerns that face us.

The Screening and Facilitation guide is intended for use with the four films. The guide is divided into three parts:

**Generic Section on using the package:** This section applies to all the films and is intended to tap immediate reactions to the notion of gender, masculinity, power, violence, and so on, before screening the films.

**Film Discussion Guides:** There are separate discussion guides for each film, which help to initiate dialogue on specific issues raised in each film.

**Evaluation:** This gives methods by which impact evaluation can be done through group interviews or individual written and/or verbal narratives. The guide is aimed to help maximise young viewer’s connections to and questioning of their own experience as a gendered being.

**Part One: Using the Package**

**Exploring Gender Relations in South Asia**

For centuries it was believed that the different characteristic women and men exhibited were natural and determined by biological differences or divinely ordained. These characteristics included both ideas and values about what was masculine and what was feminine (women are emotional/men are rational); and sets of behavior, aptitudes or practices (women washing dishes/men working with machines). Cross-cultural research showed that, rather than being predetermined or natural,
almost all such perceived characteristics have been shaped and constructed by society. Here we use the word gender to describe socially determined characteristics, and sex to refer to those, which are biologically, determined (chiefly, the ability of men to impregnate and of women to bear children).

It is very much in this context that the films would facilitate boys and girls in the South Asia region to question the present gender disparities, which have lead to discrimination against girls and women. The films highlight the way people perceive men and women in the region. They debate over what makes an ideal man or women through direct and indirect discussion and dialogues. The package aims to bring to light that it is people who define certain characteristics as masculine or feminine, certain activities as appropriate for men and for women and certain norms for relationships between men and women. The conditions of girls/women and boys/men's daily lives and their relative position within their societies are embedded in social, cultural, political and economic institutions.

Following are some of the suggested screening alternatives.

- The four films can be shown, for example, over a two-month period once every two weeks.
- Two more sessions can be held with the group a month and three months after the fourth film is screened and discussed. These two sessions can involve group discussions as well as written narratives to tap content retained and eventually changes that have occurred and been sustained after seeing the films.
- Alternately all four films can be shown in a one day workshop, with the discussions. The impact evaluations can be done after one/three months.
- The films can also be seen individually or in different combinations. The idea is to show them to a maximum possible audience, to increase questioning and sharing of views regarding the entrenched patriarchal family and societal and institutional practices in South Asia.

*The Film Directors from right: Farjad Nabi, Pakistan; Kesang Tseten, Nepal; Rahul Roy, India and Manzare Hassin Murad, Bangladesh*
Tips for the Facilitator

• The films are not intended to preach a set of messages. Instead they are intended to bring out diverse issues related to masculinity, in particular, and gender in general.

• Introducing the Let’s Talk MEN initiative or a brief overview of the film can be undertaken before each screening.

• The facilitator must see the films prior to screening them to the larger audience. (For planning purposes and assessing appropriateness)

• The facilitator should be aware that some young people might find issues in some films direct and disconcerting (For example; where participants in the films speak of sex/sexualities). In such situations, the facilitator should be alert to these sensitivities and respond appropriately.

• There is no typical sequence for screening the films in the package. We have seen that “When Four Friends Meet” and “Now That’s More Like A Man (Yeh hui Na Mardon Wali Baat)” work well when used in combination. Similarly “Listen to the Wind” and “Our Boys (Amader Chhelera)” works well together. The facilitator can use the package in different combinations depending on the audience.

• It is preferable that the film is played at a stretch without breaks. However, during the discussion the facilitator can ‘replay’ certain parts of the film, which the participants may wish to refer to again.

• Since these are videotapes (VHS copies) and will therefore be viewed on a television set, the facilitator may wish to work with a medium size group. (10 - 40 viewers). For larger groups screen projection is necessary.

• Though for each film, many post screening discussion points are given, the facilitator may use his/her discretion to select appropriate/all points for the discussion depending on the context and the audience. **However, care must be taken to ensure that the context of power differences and the unacceptability of violence and aggression as behaviour and resolution modes are discussed.**

• The issues raised by these films need not be focused only on masculinity and gender but can also be extended to provoke discussion on aspects such as child rights, safe environments for girls and boys, violence against women, sexuality, HIV/AIDS, power relations, etc.

• The post screening discussion points do not follow a standard format, with the aim of bringing more flexibility into the discussion. Some of the discussion points may also be valid for a number of the films.

• The facilitator should use group discussion skills such as open and closed ended questions, observation and verbal and non-verbal communication. Especially active listening, re-phrasing, recording and summarizing and attempting closures where appropriate.

• It would be helpful to record what participants ask and say. This would be especially helpful in the impact evaluation phase.

• It is extremely important that the facilitator brings in country/cultural perspectives while discussing the films.
**Pre Screening Discussion**

Before the film/films are shown, the group/participants need to connect to the intent of the project as well as to each other's points of view. The facilitator must ensure that this discussion is intended as a starter to set the tone for the screening and further discussions. Participants' responses are to be shared and not criticised. All views are valid.

**Starters:**
- What do you understand by the term sex and gender?
- What are typical gender roles played by girls/boys/men/women?
- How does socialisation effect gender roles?
- What do you understand by stereotypes?
- What is masculinity and femininity?
- What is gender equality?
- What do you understand by the term power and control? What are power relations?
- Why are some people aggressive to others?

If a facilitator is working with a young group or the facilitator her/him-self is an adolescent, these questions need to framed and raised in a simpler way.

**Simpler Starters:**
- What are the biological/physical differences between boys and girls?
- What are the emotional and behavioural differences between girls and boys?
- Are boys and girls brought up differently? If 'yes' what are these differences?
- How are boys and girls expected to behave or present themselves?
- What does it mean to be girlish/boyish or womanly/manly?
- Are boys and girls treated as equals?
- Who dominates in a boy girl relationship or girl boy relationship?
- Are boys more aggressive than girls and if so, why?

**Part Two: Film Discussion Guide**

“*When Four Friends Meet?”* is directed by Rahul Roy of India. Four boys share with the camera their secrets: sex and girls; youthful dreams and failures; frustrations and triumphs. The four friends, residents of Jehangirpuri, a working class colony in Delhi, are
trying to make their living in an environment, which is changing rapidly. Girls seems to be very bold, stable jobs are not easy to come by and sex is a strange mix of guilt and pleasure.

Post Screening Discussion

• What are some of the roles performed by boys during childhood?
• What are their aspirations in life, their dreams, concerns about keeping pace etc.?
• Where do boys and girls meet?
• The boys mention things like, “When a girl says NO, she means YES” or “Good girls will say nothing if teased while the bad girls will object”. Where do such ideas come from? Are the boys insensitive for thinking like this or are they victims of their own conditioning? How can such beliefs change?
• What are some of the changing gender roles portrayed in the film?
• What do they mean by good and bad work for women? What are their beliefs attached to woman who work?
• How have they released tensions? What are the consequences?
• What are their parent’s expectations/disappointments/concerns?
• How is anger expressed and addressed? What provokes people to become aggressive? Why do men feel aggressive towards women?
• What is their understanding of sex and sexuality and where do they learn about them?
• They speak of performance anxiety and desire. Is sexuality only about desire and performance? One boy also speaks of the sexual exploitation of a mentally ill woman and says that it is wrong to exploit somebody who is not in her right mind. Are there any circumstances at all in which one has the right to be aggressive?
• The boys seem to be influenced by images in films. How do films influence our attitudes and behaviours?
• What type of men control women?
• One boy starts crying at the end. Another says that he cries only in the solitude of the night. Is it all right for boys to cry, to feel anxious, to experience confusion, to be gentle?
• What are the various forms of power relations portrayed in the film?

“Now That’s More Like A Man”
Yeh hui Na Mardon Wali Baat

“Now That’s More Like A Man (Yeh hui Na Mardon Wali Baat)” directed by Farjad Nabi and Mazhar Zaidi of Pakistan. The film relies upon popular clichés real and imagined. A series of women give form to men through words. A group of children play endlessly - the game of life, of gender.
“Listen to the Wind”

“Listen to the Wind” by Tsering Rhitar and Kesang Tseten of Nepal. This is a fictional story about an old nomad with deteriorating eyesight who wishes to see a rare flower before he dies and his friendship with a quiet boy as he faces obstacles at his new school. In the face of mounting obstacles at his new school - bullying classmates, diminishing chances of securing a much-needed scholarship and the threat of expulsion from school, can he realise his friend’s advice to Listen to the Wind to find his own answer?

This film is about exploring identity in the face of gender (social) pressure. Its intent is not to show one person as a perfect model of a new kind of masculinity but to show masculinity as we encounter it and its aim is to nudge children and young people towards behavioral change.

Post Screening Discussion

- What are the roles of both young and old men and how do they differ?
- All the interviewees are woman. Do you feel that their responses represent a gendered voice?
- What could be the helpful and harmful affects on society of the roles of both men and women?
- The film touches on issues relating to the 'ideal man'. What attributes make an ideal man” and do these attributes identified vary between girls/boys and men/women?
- How does the media influence gender expectations?
- What is Honour/Ghairat?
- How necessary is honour/Ghairat and what are the consequences if we live without it?
- How is honour/Ghairat different from security and protection? Whose duty is to provide security and protection of the family and why?
- Why are the gender roles divided as they are right now and what determines these roles?
- Why is it considered wrong for women to work outside the home and for men to do the housework?
- What part do physical looks play in our relationships and what kind of demands do we make on them?
- Are men and women equal in every way? If not, can they be? Or should they be? How is it possible?
- Is the principal bad or ignorant?
- What could be the helpful and harmful affects on society of the roles of both men and women?
- The film touches on issues relating to the 'ideal man'. What attributes make an ideal man” and do these attributes identified vary between girls/boys and men/women?
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- Why is it considered wrong for women to work outside the home and for men to do the housework?
- What part do physical looks play in our relationships and what kind of demands do we make on them?
- Are men and women equal in every way? If not, can they be? Or should they be? How is it possible?
• What is the nature of the nomad's relationship with Dawa?
• How does the nomad show his vulnerability?
• What does the nomad's advice "listen to the wind," mean?

**Other points:**
The nomad's advice (spoken like a marginal) is “Listen to the wind”, not to conventional established icons or truths: “listen to yourself”. Dawa tries several times, but he only succeeds at the end. He defies the bullies, takes action for himself - takes the flower to the nomad, for instance. At the very end, he is sad because he must face the hurdles - the principal, the bullying boys, his parents: but he rises to the occasion. He forgives the Third Boy. Finally, someone else joins him - in listening to the wind.

**“Our Boys”**

*Amader Chhelera*

“Our Boys (Amader Chhelera)” directed by Manzare Hassin of Bangladesh. Winds of change are sweeping through the country. The West is irresistible, and the East refuses to disappear. In these confusing times boys from a pop group and a young artist, all from the newly emerging middle class families of Dhaka, open their lives to the director. Duties and obligations, women and desire, confusion and contradictions, the boys can feel the wind but do not really know which way it blows.

**Post Screening Discussion**
The film has two parallel stories. One is of a young artist and the other of an upcoming music band. In both stories, issues of making an impression, people's expectations, 'western' influences, etc. are depicted.

• What is your impression about the unsure, nervous image of the artist?
• What is your view about love, expressiveness and understanding, as is narrated in the two stories?
• How do people develop impressions of others?
• What are our impressions of the artist and band members?
• What do we do to make impressions on others?
• There are references to the conscious and the subconscious and the quality of manhood? What are the qualities of manhood?
• What does manhood mean and are there pressures to fulfill a certain role?
• Are certain interests/hobbies manlier than others and if so what are they?
• What kind of attitudes do the band members and the young artist have towards women?
• What does it mean for all of them to be born a male?
The artist boy in “Amader Chhelera” questions: Why is there gender discrimination in society? Why do we think that boys and girls are expected to act in a certain way in order to prove that they are a boy or a girl? He believes that girls/women are the most discriminated against in our society.

The Nun in “Yeh hui Na Mardon Wali Baat” questions why women/girls are made to believe that they are the weaker sex. Also how socialization and the role of social institutions perpetuates gender stereotyping and discrimination in society.

Sanjay one of the boys in “When Four Friends Meet?” questions husbands who treat their wives as inferior beings. He says that men have no right to force sex on their wives.

Dawa in “Listen to the Wind” shows that it is important for the society to see boys outside the traditional gender role.

An appreciation and understanding of how society determines and maintains what is masculine and what is feminine will lead to a number of promising directions for action. Holding discussions with the aim of understanding gender values and practices is central to knowing how societies are organized and how they function.

People's expectations, confirming to an image, uncertainties about the future compounded by competition and jealousies compel people to think and act in certain ways. How can one respond to this in a less aggressive and more sensitive way?

Common themes in the films
All the films show how prejudice and stereotypes are central to various forms of discrimination:

Exclusion - the questions raised by the artist boy in “Our Boys (Amader Chhelera)”, how the adolescent boy in Listen to the Wind is under peer pressure to perform the traditional gender role.

Stereotyping - how most of the characters believe that boys/men are superior to girls/women - women in “Now That’s More Like A Man (Yeh hui Na Mardon Wali Baat)” believe that men are superior to women, boys in “Our Boys (Amader Chhelera)” give a consent to such a concept.

Violence against women: rape - boys in “When Four Friends Meet?” are confused as how to react over a rape of a mentally ill girl Also harassment of girls on the street and how boys believe that girls like to be teased.

Exploitation of power by police personnel in “When Four Friends Meet?” - how the thought of a police slapping gets to Sanjay and how he starts to question the power dynamics within society.

All the four films highlight the changing gender relations in the South Asian region:
Part Three: Evaluation

Measuring Impact

It is recommended that impact evaluation be carried out with a time gap after the film screenings. However, this might not be always possible. In such a case the impact assessment can be carried out at the end of the day. This discussion is also intended to provide some closure in the young person’s mind about what they are taking back with them. The evaluation will look at what they have learnt or unlearnt, how they have changed and how they understood themselves better. What they feel about the issues raised in the films, how they will conduct themselves in future and possible changes in their inter relationships.

This evaluation can be conducted as a group discussion and/or the participants can be invited to narrate their experiences in verbal or written form. Here are some of the key questions that will help tap impact.

- What are the images, characters, scenes, dialogues, statements that struck you most in the film/s and why?
- What did you like or find useful about the film/s?
- Did you identify with any character or issue in the film/s?
- What have you learnt and unlearnt and how have you changed about what you consider masculine? Are there specific behaviours that you now feel need not be consistent with masculinity?
- Has there been any real life observations concerning you, your family, your friends and your neighbourhood, which you are able to see from a different perspective?

- Name some ways in which you can help reduce aggression in society especially aggression towards women?
- How would you now define masculinity?
- Describe some ways in which you might effect a change in your self, your attitudes, behaviours and relationships based on your experience of the films and the discussions.

Linking Issues: The films can be used in a variety of contexts and to further explore various themes. The facilitators can develop further questions depending on the issues that he/she or the children and young people want to explore. Examples of such issues are children’s rights, safe environments for children, violence against women, gender and sexuality, HIV/AIDS, health, and education.
impacts of development on women and men. As development programs have actively sought to reach women, we have learned that gender has a lot to do with what work we do, how much time we have to do it, and how much money we have to do it with. Gender analysis requires separating data by sex and understanding how labour is divided and valued. Gender analysis must be done at all stages of the development process; one must always ask how a particular activity, decision or plan will affect men differently from women.

**Gender and Development (GAD)**
This approach focuses on the socially determined relations between girls / boys and women / men. A GAD approach focuses on the social, economic, political and cultural forces that determine how men and women might participate in and benefit from project resources and activities differently.

**Sex-Differentiated Data**
This is information collected via questionnaires, observation and other techniques that reveal different roles and ... extremely important in being able to assess the impact of a project on girls/women separately from its impact on boys/men.

**Division of Labour**
This refers to the way work is divided between boys / girls and men/woman and how it is valued in a specific culture or society. Generally men’s work is better paid or more prestigious, more likely to be regular and counted in national statistics. In contrast, women’s work tends to be seasonal, part time, not well paid or unpaid.

**Triple Roles of Boys/Men & Girls/Women**
The three types of work done by boys and girls / women and men: Productive all tasks that contribute economically to the household and community such as crops and livestock production, handicrafts etc.;

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**Appendix**

### Some Useful Definitions

**Gender**
This refers to girls and boys and women’s and men’s roles and responsibilities that are socially determined. Gender is related to how we are perceived and expected to think and act as boys and girls and men and women because of the way society is organised, not because of our biological differences.

**Difference between Sex & Gender**
Sex is the physical and biological differences between men and women. It is universal and static. Gender refers to the expectations people have from someone because they are male or female. It is the socially constructed relationship between men and women.

<table>
<thead>
<tr>
<th>SEX</th>
<th>GENDER</th>
</tr>
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<tbody>
<tr>
<td>Male/female</td>
<td>Masculine/feminine</td>
</tr>
<tr>
<td>Biologically defined</td>
<td>Socially constructed</td>
</tr>
<tr>
<td>Universal</td>
<td>Cultural</td>
</tr>
<tr>
<td>Static</td>
<td>Dynamic</td>
</tr>
<tr>
<td>No change possible</td>
<td>Changeable over time and place</td>
</tr>
</tbody>
</table>

**Gender Roles:**
- Are socially constructed
- Determine social and economic activities
- Differ from the biological roles of men and women
- Differ across regions and cultures
- Are changeable over time / generations

**Gender Blind**
This is a person who does not recognise that gender is an essential determinant of the life choices available to us in society.

**Gender Analysis**
This refers to a systematic way of looking at the different
Reproductive tasks carried out to reproduce and care for the household and community such as fuel and water collection, food preparation and childcare. Community tasks carried out to support social events and services at the community level such as ceremonies and celebrations.

Access and Control
This concept emphasises the importance of differentiating between access (for instance, being able to farm on someone else’s land) and control (for instance owning that land and being able to decide how that land is used). Girls/Women may have access to key resources, but if they lack control, then they have little say when decisions need to be made or when resources are threatened.

Gender Equity
A condition in which boys/men and girls/women participate as equals, have equal access to resources, and equal opportunity to exercise control.

Gender Disparity
Differences in boys/men’s and girls/women access to services, resources, status and power, which usually favour boys/men and are institutionalized through laws and social customs.

Gender Bias
Actions against women/girls and boys/men based on the perception that the other sex is not equal and do not have the same rights.

Gender Equality
A term which reflects an equal sharing of power between women and men / boys and girls and an equal access to resources.

Gender Equity
The fair distribution of resources and benefits between girls/boys and woman/men according to cultural norms and values. This concept has different implications in different countries because it is based on different cultural standards.