

# IDS

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Empowerment of Women and Girls

### The Shifting Roles of Men in Collective Action on SGBV in Kenya: Report of a Movement and Influence Mapping Workshop, Nairobi, 3–5 July 2013

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March 2014

The IDS programme on Strengthening Evidence-based Policy works across seven key themes. Each theme works with partner institutions to co-construct policy-relevant knowledge and engage in policy-influencing processes. This material has been developed under the Empowerment of Women and Girls theme.

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## List of Abbreviations

APHRC	African Population and Health Research Center
CREAW	Centre for Rights Education and Awareness
CSO	Civil Society Organisation
FHOK	Family Health Options Kenya
GAD	gender and development
GBV	gender-based violence
GBVRC	Gender Based Violence Recovery Centre
GSU	General Service Unit Training School, Kenya Police Service
HOYMAS	Health Options for Young Men on HIV, AIDS and STIs
IDP	Internally Displaced Persons
IDS	Institute of Development Studies
IPOA	The Independent Policing Oversight Authority
KSA	Kenya Scouts Association
LVCT	Liverpool VCT Care and Treatment
M&E	monitoring and evaluation
MEGEN	Men for Gender Equality Now
MMAAK	Movement of Men against AIDS in Kenya
MTC	mother to child
NGO	non-governmental organisation
PA	problem analysis
PMTCT	Prevention of Mother to Child Transmission of AIDS
PRC	post-rape care
SGBV	sexual and gender-based violence
SOA	<i>Sexual Offences Act</i>
STI	sexually transmitted infection
TA	technical assistance
TFSOA	Task Force on the Implementation of the <i>Sexual Offences Act</i>
VAW	violence against women
WID	women in development

# 1 Introduction

Over a decade and a half on from the landmark declarations of the Cairo International Conference on Population and Development (UN 1994) and the Fourth World Conference on Women in Beijing (UN 1995), there is now a growing consensus on the importance of engaging men and boys in efforts to stop violence against women and girls.

Kenya's 2008/09 Demographic and Health Survey indicated that 45 per cent of women aged 15–49 had experienced either physical or sexual violence — mostly committed by their husbands or partners. Some of the causes behind the prevalence of sexual and gender-based violence (SGBV) in Kenya include traditional gender norms that support male superiority and entitlement, social norms that tolerate or justify violence against women, and weak community sanctions against perpetrators. While SGBV has been a feature of all societies throughout history, in Kenya women and girls suffered increased incidences of sexual violence in 2007-08 following accusations that the government manipulated the election process. This plunged the country into turmoil, with Kenya spiralling into a political, economic and humanitarian crisis that resulted in the death of 1,300 people and the displacement of around 300,000 people (Muhula 2009).

In the post-election violence in Kenya, many women and girls were made subject to extreme sexual harassment, rape, female genital mutilation, psychological torture, forced divorce or separation and physical abuse, which sometimes led to death (Thomas, Masinjila and Bere 2013: 521). Some men also suffered mutilation of their sexual organs, forced circumcision, sodomy, castration, and forced divorce or separation. Sexual violence appears to have been increasing as a by-product of the collapse in social order in Kenya brought on by the post-election conflicts, and it is estimated that 82 per cent of the women who were subject to sexual violence did not formally report it to the police (Centre for Rights Education and Awareness 2008: 33), as there is widespread mistrust of the police and other security forces in Kenya. It also emerged that gender-based violence among women and young girls escalated in the Internally Displaced Persons (IDP) camps swiftly erected following the violence, where those who were displaced feared attacks as a result of makeshift sleeping arrangements and a lack of regulations. This legacy of violence made SGBV a pressing issue to consider and address leading up to the elections on 4 March 2013.

There are many gender-based violence (GBV) initiatives and interventions in the justice, health and education sectors around the world. The ones with the most promise are thought to have the following features: (a) they seek to change norms, many using collective action; (b) they work across sectors; (c) they connect up individual, community and institutional levels; and (d) they target young people (Bott, Morrison and Ellsberg 2005). But, we do not know much about what works when it comes to changing social norms, particularly when it comes to the role of social movements and the importance of working with men.

Globally, a growing number of programmes are now working with young and adult men to challenge harmful masculinities, and the violence they produce. These efforts to change individual men's attitudes and behaviour have had some success (World Health Organization 2007), but there remains much less clarity about the most strategic targets, processes and goals of such male engagement. A recent review of the evidence-base of interventions engaging men and boys in the prevention of sexual violence (Ricardo, Eads and Barker 2011), found substantial evidence of effectiveness to improve individual boys' and young men's attitudes towards rape and violence against women (as well as attitudes towards gender stereotypes that condone this violence), whilst effectiveness related to sustained improved behaviour is less straightforward. Much of the strong evidence is drawn from educational settings in the United States and Canada, and few interventions specifically focus on more collective or institutional levels of change. There was little evidence of the

effectiveness of interventions to decrease boys' and young men's perpetration of violent behaviours in the long-term and, in particular, more evidence is needed on contextually nested approaches to sustainably influencing men and boys through policy and practice at collective and institutional levels. How men can effectively engage in structural and institutional approaches to addressing GBV is also less well understood (Cornwall, Edström and Greig 2011), although some practical lessons from approaches have been drawn in countries such as India, Uganda and Kenya (Greig and Edström 2012; Edström, Das and Dolan 2014; Otieno 2014).

In Kenya too, there has been a significant increase in the number of programmes seeking to engage men and boys in efforts towards gender equality. This response is largely the result of people's better understanding of men's central role in determining development efforts for women and men. There is a need for organisations working with men and boys to build partnerships among themselves since neither can advance its agenda fully without the others' contributions. Efforts to involve men and boys are thought to stand a greater chance of succeeding if the different stakeholders invest time to develop trust and confidence so that the approach of engaging men and boys works to benefit all.

Hence, in order to improve our understanding and knowledge of shifting roles of men in movements to address SGBV through collective action in Kenya, Men for Gender Equality Now (MEGEN), the African Population and Health Research Center (APHRC) and the Institute of Development Studies (IDS) joined together to engage with multiple actors in Kenya for collective learning through this workshop.

The overall aim of this mapping workshop in Kenya was to identify promising avenues and approaches by which men and boys can become engaged in addressing sexual and gender-based violence, within social and institutional contexts of Kenya. This was in order to explore effective entry points to reduce SGBV and enhance men's contribution in the effort. The broader aim is to help improve information access and to inform strategies of relevant actors (including activists and policymakers) addressing this issue, with meaningful male involvement, and to facilitate the forging and strengthening of strategic alliances for gender justice and ending SGBV.

Two project objectives directly pertinent to this first workshop are to: (a) establish an overview of different movements and actors in Kenya, where men make a significant impact on responses to SGBV; and (b) improve the *quality* of relevant information *available* on such movements (including agencies and networks) and on men's roles in them, as well as improving relevant stakeholders' *access* to this information. These two objectives will then support a third objective of the overall project, which is to (c) explore, through an *in-depth* case study of instances of influence in relation to SGBV in Kenya, where men play or have played significant roles.

Below, this report provides a brief section giving an overview of the workshop agenda and process, followed by three substantive sections reporting on key debates, lessons and conclusions over each of the three days, followed by a concluding discussion, to set the context for the follow-on in-depth case study.

## 2 Workshop overview

A movement and influence mapping workshop, 'The shifting roles of men in movements to address SGBV through collective action in Kenya' took place in Nairobi between 3 and 5 July 2013. Hosted by Men for Gender Equality Now (MEGEN), it brought together 20 participants drawn from 13 organisations (including IDS and APHRC), including non-governmental

organisations (NGOs), community groups and government services. A full list of participants is provided in Annex 1. The workshop was co-facilitated by Philip E. Otieno (of MEGEN, Kenya), Chimaraoke Izugbara (of APHRC, Kenya) and Jerker Edström (of IDS, UK).

The participants for the workshop were selected from organisations with programmes that work directly or indirectly with men and boys on changing harmful gender norms, curbing rising cases of SGBV, HIV and AIDS, improving reproductive and sexual health, and the need to build partnerships across organisations working with men and boys to establish links with other social justice movements. Participants from the police service were selected due to the fact that they are constantly involved in the legal justice system for survivors and prosecution of perpetrators of SGBV. It was also anticipated that the representatives of the participating organisations would have the opportunity to discuss and strategise about joining forces to explore and plan for specific joint actions for engaging men and boys in gender justice initiatives. During the workshop, it was noted that advocates of the men and boys approach should be cautious with how they promote gender equality, shunning polarising or divisive language that can pit men against women.

Organised over three days, the agenda moved from: a broad exploration of issues in men's engagement in addressing SGBV in Kenya on day one; to identifying actors, their influence and obstacles on day two; onto more specific analyses of priorities for action, for information sharing and for research by day three. This initial activity would be followed by the establishment of a shared accessible database (or directory) for engaged organisations and a follow-on in-depth study, or documentation, of some key questions identified from the workshop. Annex 2 provides an overview of the detailed agenda.

Below, we report, in summary form, on the debates and findings of each day.

### **3 Day one: mapping out the issues for men engaging in SGBV**



On day one, participants set out exploring the issue of men's engagement in movements against SGBV, by tracing how changes to address SGBV have unfolded and what men's roles have been in that. The specific aims were to understand 'how' changes to address



SGBV have happened in Kenya, to characterise different 'types of roles played by men' and begin to identify examples of 'what has been achieved' for deeper analysis.

Philip from MEGEN opened the workshop by welcoming the participants, getting the participants to introduce themselves, and jointly setting the ground rules of the workshop. The participants were then taken through a basic overview and introduction of the workshop itself as described in the previous section.

### **3.1 Personal lifelines and motivations**

In order for participants to gain a better understanding of each other, their personal positions and motivations for working on gender justice, the first substantive session was focused on outlining personal lifelines and sharing experiences with each other. Guiding questions and instructions for the participants included: 'What motivated you to work on SGBV or gender?'; 'Draw a line that represents your life and the major events in it'; and 'Mark the line up for events that represent high points in your life and mark the line down for events that represent low points'. After working individually on lifelines, participants were split into three groups, which shared experiences, and identified and discussed some key issues that made them who they are today.

Some of the issues that influenced participants' personal development and choices included culture (described as both dynamic and regressive and tending to favour men more than women), patriarchy, negative masculinity, socialisation processes, education, disease, media and social events, sexual identity, law and religion (emphasising the authority of men and cultural bigotry). Some key lessons learnt by the groups included:

- Leadership is communal and responsibility plays a key role in addressing GBV.
- An individual can make a difference.
- Each individual has a responsibility in society in addressing GBV.
- Culture plays a crucial role and realising that culture is dynamic (so can change).
- Identifying a trigger (the cause of the problem) and addressing it head on.
- Most participants felt that change begins with themselves and that SGBV cuts across all genders, ages, and cultures.

In terms of the high points in lifelines, some participants noted that the high points in their lifelines were great, yet they agreed that the highs should not let one lose focus, and that the idea is to always feel challenged.

As regards low points in the lifelines which were shared, some examples included: lack of information and knowledge on issues surrounding GBV (facing the reality that not everyone understands the seriousness of the issue); lack of empowerment of stakeholders and actors; that culture prevents people from coming out of their shell to address issues surrounding GBV; and that the labelling of people, groups or issues also hinders progress to addressing SGBV.

On reflecting on influential people and events in their lifelines, some participants noted that: they had felt challenged because it (SGBV) has been left as the preserve of women whilst men are usually a main part of the problem; or that many people do not understand why men need to be involved in gender issues or in addressing issues of SGBV. Family setups were also discussed as a struggle, for example, when you come from a polygamist's family. Changing the mindsets of people in communities was described as hard and taking time, as a sequence of events has a way of changing people's mindsets.

### **Box 3.1 Case example**

One personal story of culture influencing how issues of SGBV are tackled was that of a young girl who was gang raped by six men. The community elders met and demanded that seven goats should be paid to atone for the rape of the girl as was custom. However, the brother refused to accept the goats as a token and he decided on a legal process. Despite this, only two of the gang were sentenced to life, as the rest disappeared and were never found. Consequently, the brother dropped his profession as a journalist and founded his organisation that addresses and tackles issues surrounding SGBV.

In considering how such events have influenced their career decisions, some participants discussed how stigmatisation can sometimes propel someone to address the challenge. Others noted the encouragement they had felt from contributing positively in someone's life and seeing how that can change the perspective in that person's life, and reflecting on the power of influence and empowerment of other members of the communities.

## **3.2 Situating men in relation to SGBV**

The second session aimed at clarifying how we understand sexual and gender-based violence and how we see the different roles of men in the problem of SGBV and in addressing this problem.

This session involved identifying the causes and effects of SGBV using a problem analysis (PA), which usually involves a five-step PA process: (1) formulate the key problem (i.e. 'What is the problem?'); (2) develop a problem tree, with causes as roots and effects as branches from the central trunk (the problem); (3) developing objectives to address causes and effects; (4) alternatives: a 'what if?' analysis; and (5) selecting a strategy for activities.

The session focused on the first steps of this approach, with an eye to what kinds of strategies and activities participants were familiar with. Having been taken through the logic of problem analysis, participants identified SGBV as the focal problem and undertook a group activity to highlight the causes and effects of SGBV.

As shown in Table 3.1 below, in terms of causes, six types of problems were identified, namely: political; economic; social; technological; legal; and environmental factors. A plethora of effects were also identified.

**Table 3.1 Causes and effects of the focal problem, SGBV**

Causes	Effects
<p>Political factors</p> <ul style="list-style-type: none"> <li>• not dealing with retrogressive cultural practices</li> <li>• political instability</li> </ul> <p>Economic factors</p> <ul style="list-style-type: none"> <li>• poverty</li> <li>• lack of access to resources</li> <li>• unemployment</li> <li>• rural to urban migration</li> </ul> <p>Social factors</p> <ul style="list-style-type: none"> <li>• patriarchy</li> <li>• religion</li> <li>• subordination of women</li> <li>• cultural practices</li> <li>• negative role modelling</li> <li>• clash of cultures</li> <li>• socialisation process</li> <li>• negative masculinity</li> </ul> <p>Technological factors</p> <ul style="list-style-type: none"> <li>• access to information technology – pornography, adverts, music</li> </ul> <p>Legal factors</p> <ul style="list-style-type: none"> <li>• insufficient legislation</li> <li>• implementation of legislation is insufficient</li> <li>• poor/slow enforcement</li> </ul> <p>Environmental factors</p> <ul style="list-style-type: none"> <li>• climatic changes</li> <li>• informal settlements</li> <li>• insecurity</li> <li>• lack of security lighting</li> <li>• natural disasters</li> <li>• gender-based division of labour</li> </ul>	<ul style="list-style-type: none"> <li>• HIV/AIDS and STIs</li> <li>• Post-Traumatic Stress Disorder</li> <li>• clinical depression</li> <li>• loss of self esteem</li> <li>• physical harm and injuries</li> <li>• suicide</li> <li>• stigmatisation of victims/survivors</li> <li>• homophobia</li> <li>• affects political engagements</li> <li>• early childhood/early marriages</li> <li>• school dropouts</li> <li>• divorce/separation</li> <li>• breakdown of family unit</li> <li>• negative cultural practices (reinforced)</li> <li>• commercial sex exploitation</li> <li>• inadequate shared roles in the home</li> </ul>

Participants also identified the role men play in *causes* of SGBV, which include the following:

- no control of resources, masculinity (e.g. when they feel threatened)
- sense of entitlement (e.g. culture, men feel entitled to property etc.)
- negative socialisation of boys and male ego (e.g. ‘Our culture says this!’).

The ways in which *men can be a part of the solution to SGBV* were also discussed. These included: through mobilisation and being role models; by informing, educating and engaging with other men; via direct empowerment; and challenging other men.

Some useful questions were raised during the plenary, including: 'Does SGBV cause poverty?'; 'How can men best be engaged in SGBV issues?'; 'We may also need to look at men as care givers?'; 'How do men's privileges (pronounced in our society) contribute to SGBV?'; and 'At what point in life do fathers influence most when it comes to socialisation of boys?'



### **3.3 Examples of positive change and men's roles in them**

The afternoon of day one was aimed at identifying positive (or successful) changes in addressing SGBV (and which have, significantly, involved men), and at identifying the different roles men have played in such examples. In session three, groups were asked to: list the main achievements in addressing SGBV in Kenya over recent years, and describe what was achieved; highlight which have had some significant (positive or negative) male involvement; and suggest criteria for choosing the most useful examples of achievements to analyse in depth.

Among the *key achievements* in addressing SGBV in Kenya were those that have been concentrated after the 2009 post-election violence, and included: the new *Constitution of Kenya 2010* (particularly Chapter 4, on the *Bill of Rights*); and the enactment of the *Sexual Offences Act (SOA) 2006*, as well as other Acts such as the *Prohibition of FGM Act 2011*, *HIV Act 2005* and *Children's Act 2001*. In addition, there has been an improved judiciary; improved judiciary framework; *Task Force on the Implementation of the Sexual Offences Act (TFSOA)*; training of prosecutors; ongoing police reforms; and an increase in convictions. There is also: the *National GBV Framework 2009*; creation of Gender Based Violence Recovery Centres (GBVRC); availability of information on SGBV; an increased number of GBV lobby groups; improved SGBV reporting mechanisms; and the successful prosecution of SGBV cases.

Increases in community reporting, human documentation and media responsibility were also listed reasons behind the achievements, as well as the involvement of CSOs and community-based interventions that engage with men and boys at the grass-roots level, and the development of the post-rape care (PRC) form. While there has also been the creation of Gender Desks in the Police Service and the National Gender and Equality Commission,

gender is also being mainstreamed in holistic programming and government. Other mainstreaming efforts are found in disability, sexuality and SGBV.

There have also been efforts to increase literacy and economic empowerment in order to reduce gender dependency. It was also identified that people are more observant of international SGBV instruments.

Achievements which have some *significant positive male involvement* included particularly: (a) the introduction of GBV training in police curriculums; (b) men-centred HIV Act; and (c) the creation of CSOs concentrating on raising awareness among men.

In terms of *negative male involvement*, an example was negative political campaigns against women leading to what was described as a 'deputy syndrome' (that is, pushing them to opt for deputy or assistant posts, rather than the top jobs). Another example was the watering down of bills by men to protect selfish and populist, including male or patriarchal, political interest. It should be noted that the men in question are typically different from those involved in the positive examples listed.

The criteria developed for choosing the most useful examples of achievements to analyse in more depth, were examples that illustrate:

- involvement of both genders in formulation of laws and policies
- equal representation
- affirmative action
- lobbying of men
- looking critically at unpacking challenges of male involvement.

Participants then broke up into groups for discussions in three areas: (a) police and reporting; (b) guidelines and tools (related to the National Framework on GBV); and (c) improving male involvement (both in terms of the roles men have played and the challenges faced). Highlights from each group's discussions are described below.

### **3.3.1 Police and reporting**

Negative roles discussed in this group included hostile reception (e.g. of victims or reporters) at the police stations and the traditional arbitrary resolutions of cases of SGBV. Several positive roles played by men in this area were also identified as: sensitisation of community; lead role in police reforms; denouncing violence; encouraging reporting; having relationships with women and girls as mothers, sisters etc.; enhancing prosecution and conviction; and seeking justice for survivors of SGBV.

However, there were challenges identified, such as the transfer of trained police officers ('light turnover'), and poverty making it difficult to get access to justice, made worse by lack of legal fees/representation and inadequate transport by the police.



### **3.3.2 Guidelines and tools – National Framework on GBV**

Discussions on the roles men have played in this group included: increased male involvement; increased number of men in the formulation and implementation of legislation; objective reporting by the media; men championing the revision of P3 forms to the PRC form;<sup>1</sup> male involvement in poverty eradication initiatives; and lobbying and advocacy.

Challenges identified in this group were: the limited funding available for male engagement; difficulties with mainstreaming and prioritisation of male engagement (e.g. men as part of statistics); limited resources for male engagement; victimisation of men in the movement; myths and stereotypes about men, and legitimisation of these both by men and women; infighting within male organisations; negative competition between groups; and limited tools and resources for development from men's perspectives.

### **3.3.3 Improving male involvement**

Among the positive roles men have played that were listed in this group were: the formation of male movements/groups; the lobbying for support for endorsement of legislation on SGBV; the creation of a mass critical of change makers who are male (e.g. the 'We Can' campaign); and men engaging in female-driven activities, such as mother to child (MTC) and prevention of mother to child transmission (PMTCT) programmes.

This group also discussed how things have changed over time, as movements have been transformed into organisations, such as MEGEN or Movement of Men against AIDS in Kenya (MMAAK), and more men are now involved with more groups being born. Additionally, the perception that gender issues are women's issues has been demystified, while there has been a transformation in terminology from 'violence against women' (VAW) to SGBV, and from 'women in development' (WID) to 'gender and development' (GAD).

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<sup>1</sup> P3 is a standard form the police use for recording any assaults, whereas the post-rape care (PRC) form is more specific and detailed, and it passes between sectors, such as police and health clinics.

Across the three groups some key successes and challenges were then synthesised in a closing plenary to the day. The key **successes** identified were:

- Several laws are now in place.
- Male-centred organisations are coming up.
- Vibrant networks have been built up.
- Mainstreaming and integration of male involvement has begun.

Key **challenges** included:

- competition and limited resources
- the suspicion by women's movements
- duplication of programmes and activities
- lack of proper documentation
- lack of proper monitoring and evaluation (M&E) framework
- lack of a database of existing men's organisations.

## 4 Day two: dynamics of influence and linkages between actors

Day two focused on identifying specific strategies and actors, as well as on mapping their influence and any blockages to this. This involved first exploring what we mean by significant influence, or 'power', for achieving change, then identifying and linking specific actors in selected examples of work to create change, and, gauging relative capacities of actors for influencing change.

### 4.1 Exploring influence and power in addressing SGBV

Through a facilitated plenary discussion and a few interactive exercises, the topic of power and influence was explored, in terms of 'types' of influence, 'spaces and levels' of influence, gender dimensions of power and influence. In order to explore this in the context of SGBV, participants worked in groups to investigate it in the context of men's involvement in addressing SGBV. Here the ideas of power were said to include:

- sources of power (i.e. physical, financial, social and ideological)
- expressions, or types, of power (i.e. power over, power to, power with, power within)
- 'faces of power' (i.e. visible, hidden and invisible).

As different frameworks and approaches to power and influence were being drawn together here, participants requested that some resources and tools for frameworks be gathered and written up, which is provided in Annex 3.

Having established a common understanding of key ideas on power and influence, participants turned to analysing the selected case examples of change (from day one) in more depth, and against the shared understandings they had built. Within the groups, and using these ideas of power, participants looked at the roles men have played in three situations. The first was on 'guidelines and tools for the National Framework on GBV', the second on 'improving male involvement' and the third on 'police and reporting'. The resulting analysis and shared understanding of influence in the case(s) selected are provided in Table 4.1, below.





**Table 4.1 Roles of men linked to characteristics of power in three areas of male engagement**

<i>Area</i>	<i>Roles men have played</i>	<i>Ideas of power</i>
<b>Improving male involvement</b>	Formation of male movements/groups	Power to Power within Power with Ideological Physical Social Visible
	Lobbying for support for endorsement of legislation on SGBV	Ideological Social Power to Power with Power within Visible
	Creation of a mass critical of change makers who are male (e.g. 'We Can' campaign)	Visible
	Men engaging in female-driven activities e.g. MTC and PMTCT	Physical Financial Social
<b>Police and reporting</b>	Hostile reception at the police stations (negative)	Power over Visible Physical
	Traditional arbitrary resolutions of cases of SGBV (negative)	Social Ideological Power to Visible
	Sensitisation of community (positive)	Social Ideological Power to Power over Power within Hidden



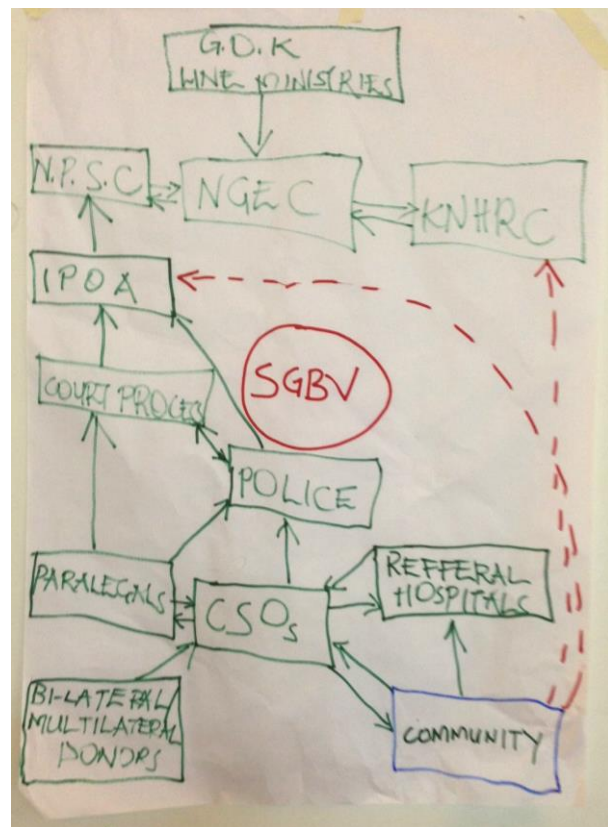
**Table 4.1 (cont'd.)**

<b>Area</b>	<b>Roles men have played</b>	<b>Ideas of power</b>
<b>Police and reporting (cont'd.)</b>	Lead role in police reforms (positive)	Power to Power over Power within Visible
	Denouncing violence (positive)	Power to Power with Hidden
	Encouraging reporting (positive)	Power to Power within Power with Visible
	Having relationships with women and girls as mothers, sisters etc. (positive)	Power to Power with Visible
<b>Guidelines and tools for the National Framework on GBV</b>	Male involvement rose from 14% in 2000 to 45% currently	Social Ideological Power within Visible
	Increased number of men in formulation and implementation of legislation	Physical Ideological Power to Visible
	Objective reporting by the media	Physical Financial Social Ideological Visible Power to Power with Power within Power over
	Men champion the revision of P3 forms to PRC form	Ideological Capital Visible Hidden Power to Power within
	Male involvement in poverty eradication initiatives	Visible Physical Financial Power within Power to
	Lobbying and advocacy	Social Ideological Financial Visible Power to Power with Power within



## Figure 4.2 Linking with police on reporting

The group exploring 'linking with police on reporting of SGBV' highlighted the nodal position of civil society groups, between the community, referral hospitals, paralegal groups and the police services in responding to cases of sexual and gender-based violence. →



## 5 Day three: priorities for action, sharing and research needs

The third and final day of the workshop carried forward an analysis of priorities for action between participants, priorities for information sharing needs, as well as for further research. The key objectives were to identify current priorities in men's involvement in addressing SGBV, as seen by participants, to identify what information is needed by actors and allies in the field, and to begin to identify priority questions for in-depth research on men's involvement, for deeper probing within the project. In other words: what strategies do participants see as promising and what information is needed?; and how can a follow-on in-depth case study help to unearth some useful questions and answers?

### 5.1 Setting priorities for action now

Building on what was learned during the workshop about what has worked best in addressing SGBV and about men's roles within that, what should be the key current targets for influencing change? This question was framed with the aim of identifying current priorities for men's engagement in addressing SGBV in Kenya now. Participants discussed their priorities for action in three groups.

In the first group, discussions around male involvement raised issues of activists in the field and on the role of mobilisation (human/financial resources), sensitisation and capacity building. Priority responses in this area included: initiating multi-sectoral response and mechanisms, such as structured community groups; paralegals; health institutions; police service; and judiciary and correctional institutions. An important priority is also mapping and

mobilising religious institutions and relevant instances of the police and judiciary, as well as undertaking sensitisation on SGBV. For the police, this requires sensitising and mobilising the police officers. The responses involved include initiating a multi-sectoral response and follow-up mechanism, health institutions and judiciary services.

The second group, which also spoke on male involvement, raised the issue of policy interventions, such as the 'operationalisation' of the SOA and civic education on the SOA including target beneficiaries, media, law enforcement, youth, religious institutions, education and health institutions. Scaling up of community level prevention and care services were also brought up as priorities, with the need to cultivate male role modelling and mentorships, as well as building community mechanisms for linkage to services and reporting by strengthening recovery centres and community referral, holding community forums and targeting boys and young men in and out of schools.

The focus of the third group was on the police service specifically, with issues such as police reforms raised. Here, the need to anchor SGBV as a component of police reform was highlighted as a key priority, as was lobbying, initiating training and a review to identify support needs. It is necessary to strengthen the scope of work of the Gender Unit and its local Gender Desks to improve the SGBV response via continuous mentorship and skills development, specifically to improve SGBV reporting, evidence preservation and stronger expedition of conclusive persecutions. Complementary priority areas identified were: sensitising the public in the role of the Independent Policing Oversight Authority (IPOA); linking the community to IPOA; and the full decentralisation/devolution of IPOA at country level.

## **5.2 Identifying strategies, allies and commitments**

Focused on the current priorities and reflecting on what has worked in the way of strategies and men's engagement (lessons from days one and two), participants self-organised into small clusters to make plans and commitments, being free to circulate amongst clusters. Participants soon congregated in two groups and identified strategies jointly.

### **5.2.1 Legislative lobbying and network development**

One group focused on 'legislative lobbying, synergy and network development', such as sensitisation of male SGBV actors on legislation and popularising existing legislation: SOA via media toolkit and 'edutainment'; advocating for the inclusion of male involvement in national GBV policy; building the capacity of SGBV actors for lobbying and advocacy; and conducting lobbying for full implementation of SOA and the relevant policies. Management strategies included the following:

- Continuous operational health systems, research and documentation of evidence-based health policy advocacy and collaborative service delivery.
- Multi-sectoral approach to SGBV prevention and response in issue areas such as children, prisons, sexuality-based and schools.
- Strengthening SGBV referral pathways to the grass roots.
- Create a technical support collective, to provide technical assistance (TA) to government and partners, for the development and review of standards in SGBV prevention and response.
- Strengthening male involvement in SGBV recovery centres in prevention and response.

### **5.2.2 SGBV education**

The second group explored 'SGBV education', identifying outreach and community dialogue, mentorship programmes, role modelling and legal aid as feasible strategies. Given the

current ways the police responds to, and prosecutes SGBV cases, the group felt an important strategy will be one of capacity building with the police on how to deal with SGBV cases, as well as different prevention strategies at community level. Potential SGBV partnerships were highlighted:

- medical institutions
- police
- media/journalists
- charitable organisations
- civil society organisations
- faith-based organisations
- research organisations
- learning institutions
- community opinion leaders
- government ministries
- political parties/politicians

Commitments were made to research, such as improved collaboration with SGBV actors, information sharing and documentation and NGOs by strengthening existing networks, reaching out to other likeminded actors (smart networks), ensuring sustainability at the community level, documenting of successes and failure and sharing of best practices.

### 5.3 Exploring information sharing needs

The next session focused on how IDS, MEGEN and APHRC can in some ways support this information and research sharing, with an 'Interactions' website supporting the project.

Following a presentation of how the IDS website works, the group discussed and agreed what sort of information participants wanted to share and how to make use of the website. This session introduced participants to the interactive website, *Interactions*, built by BRIDGE at IDS: <http://interactions.eldis.org/>. This is a useful tool for all actors working on addressing male movements in SGBV to access and share information on issues surrounding their work. The site reflects work in progress with content continuously evolving as the research develops, and it was explained that different types of information can be included in the website such as:

- partner profiles
- photo slide shows from partners/actors
- interviews, as well as workshop footage.

The discussion and questions raised included: agreeing what questions/information to include for partner profiles; how best to manage photo slide shows added on the website, or manage consent for interviews. The participants agreed to share the suggested information, with a general *consensus that MEGEN would be the point of contact* in sharing information from the organisations and its members with IDS.

**Partner database:** As a strategic directory/database would be created and shared on the site, participants were asked about the kind of data they would be willing to provide. In total there were 20 questions proposed for the database. Examples included: name of collective social actor; contact persons; telephone, email, webpage, address; how does the actor describe itself and why?; date of inception (and circumstances around its establishment); reason for formation; name of founding organisations and their representatives; leadership of the collective actor; membership; and role of the membership. The participants found most of the information to be relevant, but felt some needed to be revised. The facilitators agreed to

have the questions revised and this information would be shared with all the participants through MEGEN after the workshop. The participants also consented to the photos and videos taken during the three-day workshop being included on the website.

**Photos and slideshows:** In this section, the participants were taken through the call for photographs for the forthcoming *Interactions* website and reports on movements involving men in addressing SGBV in Kenya. The aim is to find interesting and relevant images associated with the work being done on male involvement in SGBV to appear on the website and be included in the report. These will have to be photographs that the participants have permission to use and they will be fully credited in the report, provided the photographer is specified. The specifications for photographs are that they: do not exceed 5MB (expected minimum file size 2.5MB); are no less than 300 dpi in resolution; and are in TIFF/JPEG format only. Participants were asked to contact IDS about this, if they would like to feature photos or a slide show. If so, select five photographs that ‘tell a story’ and write a caption for each.

The most important thing that was noted was on ‘*what not to share*’. People can choose not to enter information in some ‘fields’ for the directory profiles, or even choose not to be represented at all. With respect to photos, or videos etc., the participants felt that it was important for privacy to be respected and that MEGEN be the focal point of all information relating to the website. Any information, whether it was to be included into the website by the administrators or where the participants wanted information included, was to go through MEGEN.

## 5.4 Priority knowledge and research questions

In the final session IDS, APHRC and MEGEN described the plans for follow-on in-depth case study research in the project and participants were consulted for possible research questions relevant for the up-coming in-depth interviews. The planned date for the follow-on study was explained as October 2013, but due to subsequent events the follow-up activity was delayed to January 2014.

Research questions suggested by the participants focused on causes of SGBV, examples, indicators and ways of mapping successful interventions, strategies to achieve this success, key stakeholders, challenges, missed opportunities and lessons learnt. The importance of context was stressed; a need to focus on vulnerable and minority groups was also raised. Below are the suggestions:

- what are the successful approaches to male involvement in SGBV in Kenya?
- indicators of success
- a more detailed mapping of successful interventions
- challenges and lessons learnt
- missed opportunities
- stakeholders
- what are the drivers of SGBV?
- assessment of men’s roles in the field of SGBV
- context – objectives
- vulnerable and minority groups
- what strategies/activities/innovations work?; what was it about your approach that worked?
- knowledge management, dissemination
- recommendations/suggestions for strengthening.



At the end of the workshop, the participants were promised that they will be kept informed as the research studies continue and, whilst it is expected that the Kenya study will be concluded sometime before March 2014, case studies from other countries will be developed and included over the next few years.

## 6 Concluding summary

As in many countries, there has been a significant increase in the number of programmes seeking to engage men and boys in efforts towards gender equality in Kenya. In order to improve our understanding and knowledge of the shifting roles of men in movements to address SGBV through collective action, multiple actors came together over three days to establish an overview of the issues, movements and actors. We also explored the relevant information needs of these movements and actors, which the project can support, and sought to establish a preliminary framing of priority questions for exploration through a follow-on case study of men's effective engagement and influence in relation to SGBV in Kenya.

The research needs and gaps on this topic are significant and the follow-up case study will focus on some of the more immediate questions pertinent to the aim of helping to improve information access on current work (in Kenya and globally), and to inform strategies of relevant actors (including activists and policymakers in Kenya). That is, we aim at those who are currently addressing this issue and seeking to do so with more meaningful, positive and effective male involvement, and seeking to forge and strengthen strategic alliances for gender justice and ending SGBV. Thus, following the workshop, the team analysed the feedback and framed the follow-up case study in terms of five main questions (supplemented by various probe questions). The five key questions chosen for follow-on individual in-depth interviews were:

1. What factors have influenced the men's involvement in addressing SGBV issues in Kenya?
2. What SGBV strategies has the men's involvement movement in Kenya focused on and why?
3. What successes has men's involvement to address SGBV in Kenya recorded?
4. What challenges face the engagement of men in Kenya in relation to SGBV and (how) are these being addressed?
5. What is the future of men's movement in the fight against SGBV in Kenya?

Further analysis of these questions will be conducted and presented in early 2014.



# Annex 1 List of actors and participants

## Collective actors and organisations represented

1. Co-exist, Kenya
2. Centre for Rights Education and Awareness (CREAW)
3. Family Health Options Kenya (FHOK)
4. General Service Unit (GSU) Training School, Kenya Police Service
5. Health Options for Young Men on HIV, AIDS and STIs (HOYMAS)
6. Kenya Scouts Association (KSA)
7. Kenya Police Service
8. Liverpool VCT, Care and Treatment (LVCT)
9. Men for Gender Equality Now (MEGEN)
10. Movement of Men Against AIDS in Kenya (MMAAK)
11. Skills Suba
12. Institute of Development Studies (IDS)
13. African Population and Health Research Center (APHRC)

## Participants at the workshop

<u>Name</u>	<u>Organisation</u>
1. Moses Mbugua	MEGEN
2. Wafula Wanjala	Co-exist Kenya
3. Thuku Njuguna	MEGEN
4. Leonard Mutisya	LVCT
5. Monica Karanja	GSU Training School
6. John Wafula	LVCT
7. Alfred Makabira	MEGEN
8. Kensius Omollo	Skills Suba
9. Stephen Otieno	MMAAK
10. Felix Owaga	FHOK
11. Simon Maina	HOYMAS
12. Nicholas Okeya	MEGEN
13. Linus Lotulya	Kenya Police
14. Patrick Wambua	Kenya Scouts Association
15. Philip Nyakwana	MMAAK
16. Noreen Omondi	CREAW
17. Jerker Edström	IDS - Facilitator
18. Chimaraoke Izugbara	APHRC - Facilitator
19. Philip Otieno	MEGEN - Facilitator
20. Caroline Murgor	Rapporteur



## Annex 2 Workshop agenda

### **Day 1 – Exploring the issue of men’s engagement in movements against SGBV**

- Day 1 aims:
- Exploring ‘how’ changes to address SGBV have happened in Kenya
  - Exploring men’s roles in SGBV and ‘types of roles played by men’
  - Identifying examples of ‘what has been achieved’, for deeper analysis

#### **9:30 – 10:00 Arrivals welcome and overview**

10:00 – 11:00 **Personal lifelines** – what motivated me to work on SGBV or gender?  
People draw their own journey and we share in a circle.  
Intended outcome: Participants gain a better understanding of each other, our personal positions and motivations

#### **11:00 – 11:30 Mid-morning break**

11:30 – 12:30 **Situating men in SGBV** – how do we understand sexual and gender-based violence? How do we see the roles of different men – and the different roles of men – in (a) SGBV, and (b) in addressing the problem?  
Intended outcome: A shared taxonomy of men’s roles agreed

#### **12:30 – 1:30 Lunch break**

1:30 – 2:30 **Identifying effective/successful change** – which changes in Kenya have been successful in addressing SGBV? What have been some examples that significantly involved men (positively or negatively)? What should be our criteria for prioritising example/s to focus on in depth?  
Intended outcome: Case example/s identified

#### **2:30 – 3:00 Afternoon break**

3:00 – 4:00 **Identifying what different roles men have played in the identified example/s of change to address SGBV.**  
Intended outcome: The outline of one or more case study/ies, illustrating roles, stages, successes and challenges

4:30 – 5:00 **Recap of the day and wrap-up**  
Outcome: A summary of achievements to go into day two well prepared

#### **5:00 End for the day**

## ***Day 2 – Identifying strategies and actors, mapping their influence and blockages***

- Aims of Day 2:- Exploring what we mean by significant influence/power for change*
- *Identifying and linking specific actors in selected case/s of change*
  - *Gauging relative capacities of actors for influencing change*

### ***9:30 – 10:00 Reconvening and warm-up***

10:00 – 11:00 **Exploring influence and power** – types of influence, spaces and levels of influence, gender dimensions of power and influence.  
Intended outcome: A shared understanding of power and influence

### ***11:00 – 11:30 Mid-morning break***

11:30 – 12:30 **Exploring influence and power (cont'd.)** – analysing the selected case example/s of change (from day one) in depth, against understandings built.  
Intended outcome: An understanding of influence in the case/s selected

### ***12:30 – 1:30 Lunch break***

1:30 – 2:30 **Brainstorming and linking 'actors'** – list, map and link all those actors who have specifically contributed to and/or blocked progress in the case example/s. Create a network/actor map or web, with different ways of representing types of links and influence etc.  
Intended outcome: A case-specific 'movement and network map'

### ***2:30 – 3:00 Afternoon break***

3:00 – 4:00 **Prioritising of strategies** – combining how we understand successful change/action (from day one) and how we understand influence/power (from morning), what are our criteria for assessing strategies and of actors?  
Intended outcome: A focused list of strategies and actors with influence

4:30 – 5:00 **Recap and wrap-up**  
Outcome: A summary of achievements to go into day three well prepared

### ***5:00 End for the day***

### ***Day 3 – Analysing priorities for action, information sharing and research***

- Aims of Day 3 -*
- *Identifying current priorities in men's involvement in addressing SGBV*
  - *Identifying what information is needed by actors and allies*
  - *Identifying priority questions for research on men's involvement*

#### **9:30 – 10:00 Reconvening and warm-up**

10:00 – 11:00 **Setting priorities for action now** – given what we have learned about what has worked best in addressing SGBV, and about men's roles within that, what should be the key current targets for influencing change?  
Intended outcome: Current priority/ies for addressing SGBV identified

#### **11:00 – 11:30 Mid-morning break**

11:30 – 12:30 **Identifying strategies, allies and commitments** – focused on the current priority/ies, and reflecting on what has worked in the way of strategies and men's engagement from days one and two, self-organise into small clusters, make plans and commitments, being free to circulate amongst clusters. Take down ideas for strategies, allies and plans on cards/flip charts (40 min). We then hear from each group a quick explanation of plans and strategies (15-20 min).  
Intended outcome: Strategies for men's involvement/SGBV identified

#### **12:30 – 1:30 Lunch break**

1:30 – 2:30 **Priority knowledge and research questions** – IDS, APHRC and MEGEN describe plans for in-depth case study research in October and the group discusses priorities for the research to excavate deeper issues in the issue of men's engagements in addressing SGBV and gender inequality.  
Intended outcome: Priority questions for case study research identified

#### **2:30 – 3:00 Afternoon break**

3:00 – 4:00 **Exploring information sharing needs** – presentation of how IDS, MEGEN and APHRC can support this, with website (20 min).  
Agreeing what sort of information participants want to share and how to make use of the website (20 min).  
Rapid data collection from participants for a strategic directory (20 min).  
Intended outcome: Information sharing needs of actors & allies identified

4:30 – 5:00 **Closing**

#### **5:00 End for the workshop**

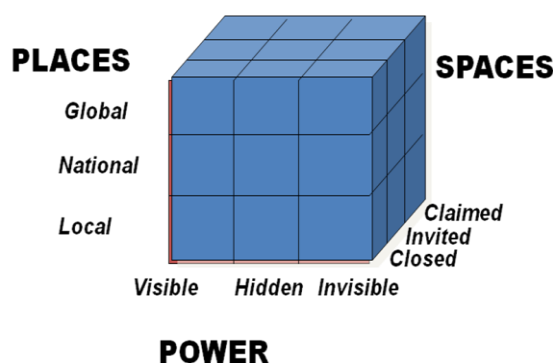
## Annex 3 Resource notes on frameworks on power

(As recommended by J. Edström, IDS)

### 'Faces', 'Places' and 'Spaces' of Power



The Power Cube



Go to the Power-cube website for lots of examples, tools and workshop resources for power analysis, although these are not specifically focused on gender:

[www.powercube.net/analyse-power/](http://www.powercube.net/analyse-power/).

These may need to be treated with some caution in analysing gendered power, or for a gender analysis of power research. The concepts are typically generic, abstract and un-gendered. For example, whilst mention is often made of 'internalised invisibility' and the like, the levels and spaces are typically non-gendered (though gender plays out and you can look at gender at those levels and spaces). Furthermore, individuals – or social relations between individuals, genders and classes etc. – are essentially left out of the fundamental analytical tools. The numbers (three) of the dimensions to the cube also feel rather arbitrary, as there are clearly also 'open spaces' or other levels (or 'places') which make sense to analyse (e.g. interpersonal, individual and internal). Nevertheless, as a general approach to interlinking different 'types', 'spaces' and 'levels/places' of power it might be useful, if applied with specific gendered consideration.

Another critique to this approach might be that it feels static (i.e. a way to carve up the world in the present) and therefore may not be ideal for linking pathways from origins and sources of power to expressions and other dynamics, nor for intersectional analyses of how different power differential operate in combination (gender, sexuality, race, class).

On a visual representational/metaphorical level, a third critique is – of course – that the three faces of the 'cube' confuses 'faces' with the three 'dimensions'/axes of a cube. It does not explain how one might interrelate the elements of the Rubik's cube, which – in real life – has six coloured faces to interrelate. What are on the other three faces? If the 'faces' were rather 'axes' they would be on scales, which could work only in some cases, but less obviously so in others.

## Four 'P's – 'Kinds' of Power

Source: VeneKlasen and Miller (2002).

### **Power over...**

Person A gets person B to do something which she would otherwise not have done. That is, being in a position to impose one's will and rule over others in a hierarchical relationship. Patriarchy is the 'rule of fathers' and 'male supremacy' is essentially about this of power, as is slavery, racism and hetero-sexism.

**Nutshell idea:** *'Fight the power' (-over)*



### **Power to...**

This is about having an ability to act – to do something. This is to have 'agency' and is shaped by the agent's strength, energy and desires, but also modulated by capabilities, beliefs, intelligence and skills. It is central to autonomy and levels of empowerment. It is often *limited by others' power 'over'* a person or group, by institutional limitations and by internalised self-limiting beliefs.

**Nutshell idea:** *'Practice makes perfect'*

### **Power with...**

Agency and empowerment, does not exist in isolation, but is relative to others. When objectives and strategies are pursued in collaboration with others, success is more likely (unless you pick the wrong allies). This is about horizontal relations and goes well with 'equality'. Aside from 'strength in numbers', it is crucial to join up with like-minded allies to have any meaningful impact and create change.

**Big idea:** *'Together, we can do it'*



### **Power within...**



Closely related to 'power to', but focusing more on internal /personal aspects of individuals' agency, this power relates to internal resources, belief and resilience, often referred to as 'inner strength', or 'self-efficacy'. Self-belief is central here and involves a harmonised/reconciled consistency in one's beliefs/views, coupled with reflective self-awareness, enabling you to balance proactive-responsive action with presence, timing and purpose in a dynamic context.

**Big idea:** *'Find harmony and use the Force, Luke!'*

### **Four 'I's – 'Levels' in a System of Power**

Source: Greig and Edström (2012: 46).

'The gender-sexuality system, and the violence that comes from it and helps to maintain it, as working at four levels, as described below in the **4I's Framework**:

- **Internally** - for example, in the ways in which: some women have internalised messages that provide justifications for men's violence against them; many men feel entitled to sexually objectify women; and, many people who want to have sex with someone of the same gender feel that they are wrong to have these desires.
- **Interpersonally** - for example, in the ways in which: men use physical, sexual or emotional violence against women; and, gay, lesbian and transgender women and men are targeted by violence for refusing to live by the ideas of the dominant gender-sexuality system.
- **Institutionally** - for example, in the ways in which: women are significantly under-represented in parliaments and government ministries; women do most of the care work in families and communities but this is not treated as real work in economic policy-making because it is unpaid; and, women do not receive equal pay for doing the same work as men.
- **Ideologically** - for example, in the ways in which: men's greater political, economic and social power is seen as natural or normal; men are regarded as the breadwinners and women regarded as the homemakers; expressions of sexual desire and love between people of the same gender are seen as unnatural and wrong; and, gender is seen as a two-category, binary system (man/woman, male/female, masculine/feminine).'

### **Three 'R's – Feminist Objectives**

Source: Fraser (2009).

- **Recognition** (women's visibility – i.e. overcoming male centeredness)
- **Redistribution** (in rights and resources – overcoming male privilege)
- **Representation** (women's voice – overcoming male supremacy).

The eighteenth century French Revolutionary opposition to feudal rule was one about contesting the legitimacy of a class/caste-based hierarchical social order – the power of monarchs and nobility over other classes. The rallying call – '*Liberté, Egalité et Fraternité*' – also underlined freedom from oppression (but contesting 'power over' certain classes) and equality, but only a fraternal (subtly 'male-centred') solidarity, which fundamentally ignored the question of gender inequalities in society.

### **Four 'M's – 'Roots'/Cornerstones of Patriarchy**

Source: adapted from Johnson (2005), which I nickname 'the four M's framework' here, also elaborated in Edström (2014).

- **Male supremacy** – An *ideology* that men naturally have legitimate 'power over' women, resulting in – or legitimising – a systematic subordination of women. Centred on the legitimacy of male rule, it is also closely rooted in understandings of the 'father figure', paternity and patrilineage, drawing perceived legitimacy from religions tracing 'mankind's' features as descendent from male deities (sometimes literally, as in Christianity). This helps rulers and societal power brokers to get men and women to internalise that men's power over women is legitimate and 'natural'. Philosophy and natural sciences have also contributed to justifying male supremacy since Plato, Aristotle and before.
- **Male privilege** – Institutionally rooted forms of male privilege give men advantages over women (often inscribed in laws or policies) and additional rights – and sometimes responsibilities – literally giving men disproportionate 'powers to' act, as compared to women. It also gives men an exaggerated sense of entitlement, as these institutionally and historically rooted privileges come to represent the 'norm'. Laws of inheritance, abortion, family law, etc., or norms such as naming of children, employment practices, etc., generate these privileges through direct and indirect forms of discrimination.
- **Male centeredness** – Invisible aspects to patriarchal power include the ways in which culture, science, arts, etc., tend to be seen from male eyes (written and created by men for other men). This 'invisible power' of what feminists call 'the unmarked male' keeps the spotlight away from gender injustice and gets individuals to *internalise* a patriarchal gender order, which can limit women's and some men's 'power within'. So, the patriarchal nature of knowledge-power in male-centric disciplines and sectors (i.e. most of them) invisibilises gender injustices through presenting us with 'a man's world'.
- **Male order\*** – a peculiarly masculine obsession with control and order is a fourth cornerstone of patriarchal orders. This involves both a reductive and abstracting tendency (think of the masculine ideal to keep the personal out of the professional, vs. feminists insistence that the personal *is* political) and controlling a domain – ideally extending control over larger domains – under a unified, orderly system. A reductive gender-binary individualism is a fundamental organising principle, with a heteronormative assumption that the world is made up of two kinds of *individuals* in nuclear heterosexual households. A disproportionately male privileging of numeracy, quantification, linear reductivism, results, abstraction, attribution and ownership (over their alternatives) combines with a very masculine character to the pursuit of power and domination itself (what Greig calls a 'masculinity of hegemony') to produce a 'male order'.

(Note: \*Referred to by Johnson as 'obsession with control and order', but here I call it 'male order' as it has peculiarly masculine features. Also, note that this is inspired by feminist frameworks rather than vice versa!)

What is interesting about Johnson's framework is not so much the first three 'M's, which are fairly well theorised in feminist literature, but rather his fourth 'root' which he refers to as an

'obsession with control and order'. It is maybe also the least theorised part of his thesis (and he uses it to explain racist supremacy as well), but it *is* innovative and points in an interesting direction of *combining* epistemological *and* power-political perspectives.



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