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TIGER

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TEACHING FOR IMPROVED GENDER EQUALITY AND RESPONSIVENESS

Men Dialogues and Gender Cafes: building awareness and confidence

In our TIGER project we bring together school leaders and teachers to discuss gender-based violence in and around schools.

Men are stimulated in **Men Dialogues** to reflect on their own masculinity and how masculine attitudes and behaviours can contribute to gender-based violence. Their awareness grows about their powerful role in society, and how they can use this power to change the unequal status quo.

Conversely, **Gender Cafes** provide safe, non-judgmental spaces for women to express themselves about their experiences with gender-based violence. The aim is to build their confidence in exercising their human rights.

In both cases, the meetings are driven by the participants themselves, as they are the experts in their specific context and of their specific experiences, with very little input from the facilitator. It builds community and trust between colleagues to eventually help each other out of difficult situations or troublesome thought processes.

The Men Dialogues and Gender Cafes are an important aspect of the TIGER project. Before school leaders and teachers can tap into their potential and become real agents of change who **successfully challenge gender stereotypes**, they need to become aware of and address their own gender biases and belief systems. Then they can change how they translate these into their classrooms and schools

Self-reflection and constructive dialogue between peers are key in changing deeply set, age-old cultural norms and traditions. Without widespread engagement, sustainable progress cannot be made.



Ms Eng Manavy's shares her experiences as gender focal point

"I'm an administrator, working at Anawat Primary School in Battambang town. In the past, I had little knowledge on the concepts of gender roles and stereotypes. I didn't dare to speak up in public. I was rather shy, and I lacked confidence to discuss more sensitive topics. I'm proud to say that changed.

I'm honoured to promote gender equality in society in general, and particularly, in teaching and learning processes.

After joining a Gender Café, I was motivated to participate in the TIGER training on facilitating Men Dialogues and Gender Cafes. During this training, I highly increased my knowledge on gender, and I started to feel more confident to facilitate group conversations.



Since July 2019, I have been facilitating Gender Cafes in my own school and I have been supporting my colleagues in 3 neighbouring schools.

At this point, I feel confident facilitating Gender Cafes. I dare to speak up and discuss gender stereotypes and norms. I'm happy I can support our community to tackle gender-based violence."

Ms Eng Manavy

Results of baseline study published and freely available online

Researchers from KU Leuven (Belgium), Royal University of Phnom Penh (Cambodia) and VVOB in Cambodia conducted a baseline study about the incidence of school-related gender-based violence (SRGBV) in schools in Cambodia, to evaluate the impact of our TIGER project at a later stage. Baseline studies reveal an 'as-is' situation. The impact of a project can be measured against it further down the line.

We find that overall incidence rates of different forms of violence against and between children in the Cambodian school context are high for both sexes. School principals and teachers are not well equipped to respond to (SR)GBV. This is the result of a lack of internal regulations on that matter within schools. Consequently, teachers continue to use corporal punishment as a disciplinary measure. Our findings call for a whole-school and community-based approach to eradicate (SR)GBV and to transform the norms and beliefs that sustain it. These elements are integrated into the TIGER project.

You can download the full paper on <https://cambodia.vvob.org/en/download/baselinestudy/SRGBV>.

Thank you to our donors!



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