

# Addressing Masculinities in School-based HIV/AIDS Education Programmes in Zambia



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# Main Research Question

How are school-based HIV/AIDS education programmes in Zambia incorporating an understanding of the links between men, masculinities and HIV/AIDS?



# Research Context



- GAD

*“a gender perspective should be integrated (or ‘mainstreamed’) into all development activities and planning structures in order to transform the power balance between men and women within society”  
(Ruxton , 2004: 4)*

- Masculinities

*“in practice many projects and programmes continue to target women without considering the need to transform men’s attitudes and behaviour” (Ruxton, 2004: 4)*

# Case Study – Restless Development



- SHEP (School HIV/AIDS Education Programme)
- Peer Educators
  - Sexual & Reproductive Health Lessons
  - Non-formal education



*“placing young people at the forefront of development”*

# Research Questions

- How are gender specific issues incorporated into the programme design?
- How do male students involved in the programme understand and construct masculinity?
- How do female students involved in the programme understand and construct masculinity?
- How do the peer educators who implement the programme understand and construct masculinity?



# Methodology

- Feminist Post-Structuralist Framework
- Qualitative
  - Discourse analysis
  - Focus groups
  - Observation
  - Semi-structured interviews



# Outcomes



- Provide further insight into how young people understand masculinity
- Contribute to literature on how masculinities are being addressed in practice
- Inform future programme design