





Along with the promotion among young people of equal relationships between both sexes is the importance to promote positive views about men's involvement in the sharing of responsibilities related to home and family work, such as responsible fatherhood and child care, and to general well-being, including sexual and reproductive health of teenagers and young people. Educational programs which involve young men have proved to be more effective when they allow them to recognize pain suffering in a peaceful way, without developing violent behaviors towards women or other men.

In different social contexts, changes have been made in the way men perceive towards women's demands, as men agree with the importance of women's preparation and development. The approach to gender which recognizes that both women and men reproduce gender roles makes an emphasis on the importance for getting them both involved in the development of safe and healthy relationships. These new models of relationships will help to build a more pacific and equal society. Our previous arguments allow us to conclude that it is absolutely necessary to ensure that public resources be destined to the achievement of gender equality in order to encourage their integrating, each respective. Such a perspective should help in comprehending the gender issues between young men and women, and the social and cultural effects in the young people's behavior, towards women and other men.

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<sup>i</sup> *International Commission on Education for the Twenty-First Century: The Learning Paradigm Report*, Paris, 1996.

<sup>ii</sup> United Nations General Assembly. *Universal Declaration of Human Rights*, Paris, 1948.

<sup>iii</sup> UNICEF/UNESCO. *A Human Right to Education*. New York, 2001.

<sup>iv</sup> Comisión de las Naciones Unidas para la Mujer. *Enfoque para la Conferencia Mundial de la Mujer: Review of*

*Mainstreaming in the Organizations of the United Nations System*. *Propuesta para la Conferencia Mundial de la Mujer*

achieved in the follow-up to the Fourth

(E/CN.6/1997/2). March, 1997.

<sup>v</sup> Hausmann, Ricardo (2010). *The Global Gender Gap 2010: Women's economic participation and equality*. *Washington*.

<sup>vi</sup> *Highlights from Education at a Glance 2010*. OECD.

<sup>vii</sup> Instituto Nacional de Evaluación Educativa México. INEE. 2009: indicador AT02b-A.

<sup>viii</sup> Vélaz, Consuelo de Medrano Ureta (2005). *Retos de la Educación Básica en América Latina*, Fundación de la Casa

<sup>ix</sup> Barker, Gary. (2005). *Dying to be Men: Youth and Masculinity and social exclusion*. Oxford, U.K., Routledge.

<sup>x</sup> Barber, Ian (2006). *The Different Half of the World: Gender issues in development*. World Bank, Washington D.C.

<sup>xi</sup> Some examples of this program are: A.I.O.S. Misión, Miller Program in Mexico, Men Make a Difference Campaign (U.S.), White Ribbon Campaign (Canada),<sup>28</sup> *Man and Gender* (Mexico), *Conscientizing Male Adolescents* (Mexico), *Shedding Sworn* (Mexico).