

# Increasing the effectiveness and reach of violence prevention among boys and young men

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# An introduction to primary prevention

- Prevention has become a focus.
- Forms of prevention:
  - Before the problem starts: *Primary* prevention
  - Once the problem has begun: *Secondary* prevention
  - Responding afterwards: *Tertiary* prevention
- *Primary* prevention: Aims to lessen the likelihood that men and boys will use violence and/or that women and girls will suffer violence.
- All contribute to each other.

# Prevention: Evaluations

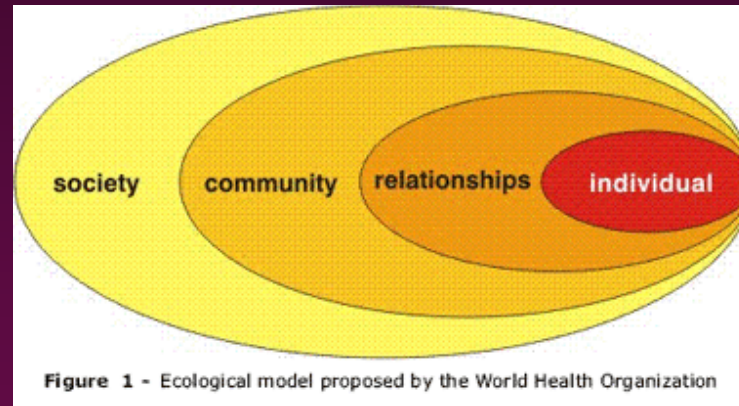
- Prevention efforts among boys and young men can produce lasting change in attitudes and behaviours.
- Few programs have been evaluated, and existing evaluations often are limited.
- Effectiveness is not guaranteed: some programs showing no or negative effects.

# Prevention: Evaluations

- However, some strategies and interventions do have:
  - A *theoretical rationale* (There are good reasons for using it);
  - Evidence of *implementation* (It has been tried);
  - Evidence of *effectiveness* (It has been shown to work).

# Multiple levels of intervention

- Men's and boys' violence against girls and women is the outcome of a complex interplay of individual, relationship, community, institutional, and societal factors.



- There is a spectrum of primary prevention strategies...

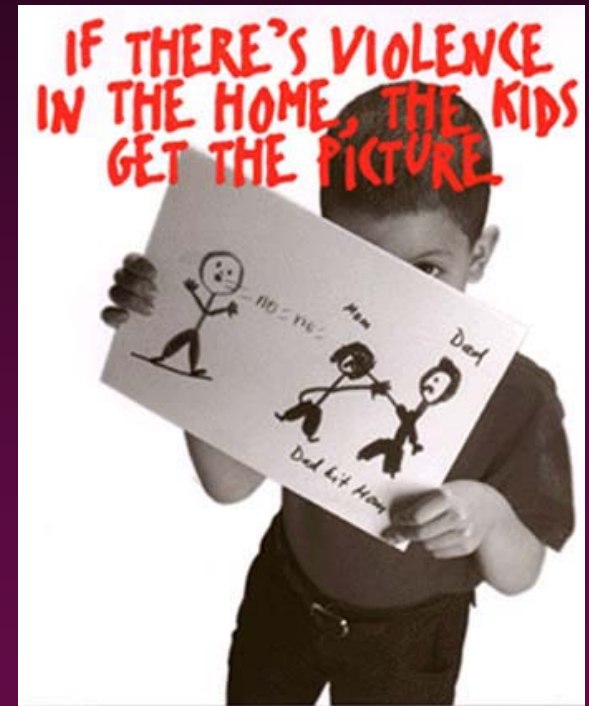
## Preventing violence before it occurs

A framework and background paper to guide the primary prevention of violence against women in Victoria

- Development of an evidence based framework to inform government planning to prevent violence against women

# Level 1: Strengthening Individual Knowledge and Skills

- To increase individuals' capacity to prevent or avoid violence.
- Including;
  - Programs for boys who have witnessed or experienced violence in families.
  - Strategies addressing associations between violence against women and other social factors (poverty, etc.)



# Level 2: Promoting Community Education

- Face-to-face educational groups and programs:
  - Strong evidence of positive impact on attitudes and behaviours.
    - Although not all programs are effective.
  - Other promising strategies take place outside school and university settings.
  - Including peer education and mentoring.

# Discussion groups fostering gender equality: On US college campuses, 2009



# Discussion groups fostering gender equality: Men's Resources International training, Liberia, 2007



# Community Education *continued*

- Communication and social marketing
  - Well-developed campaigns have produced positive change in men's attitudes and behaviours.
  - Other creative strategies: film, street theatre, comics, radio and TV, song, etc.

# Promoting gender-equitable norms to improve males' health: Program H, Brazil



# Building men's support for non-violence: Men Can Stop Rape campaign (USA)

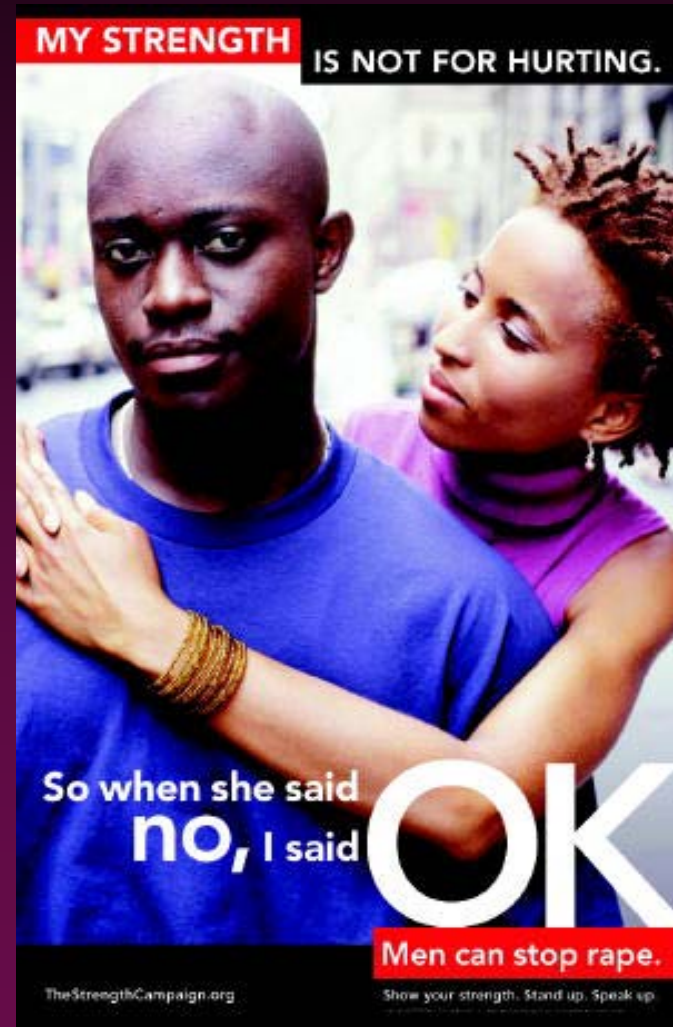


**MY STRENGTH** IS NOT FOR HURTING.

So when I was drunk,  
**I BACKED OFF.**

**Men can stop rape.**

[TheStrengthCampaign.org](http://TheStrengthCampaign.org)  
Show your strength. Stand up. Speak up.



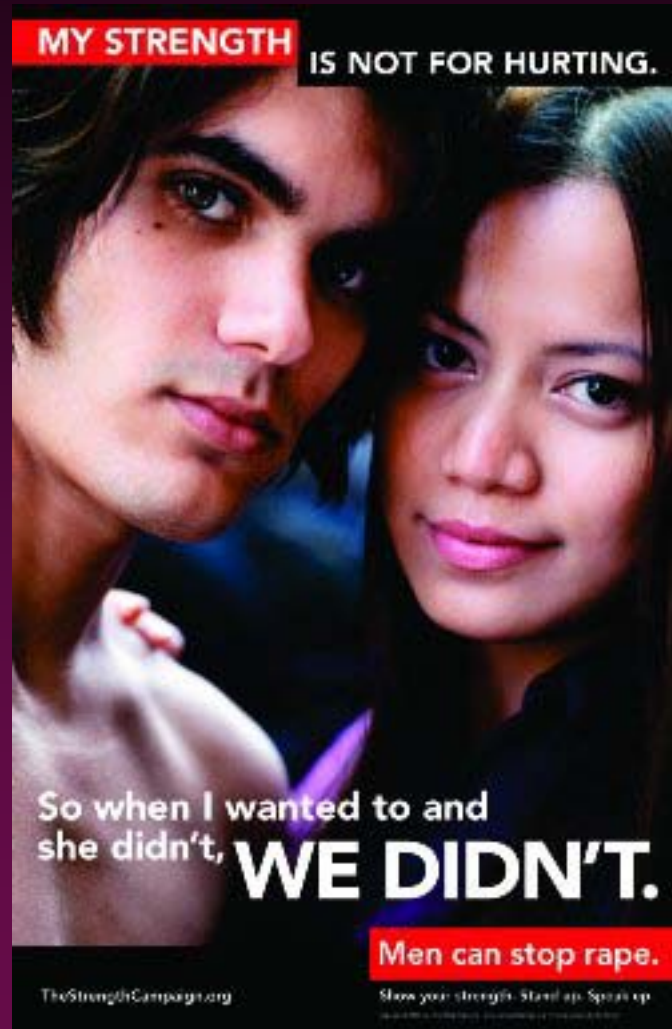
**MY STRENGTH** IS NOT FOR HURTING.

So when she said  
no, I said **OK**

**Men can stop rape.**

[TheStrengthCampaign.org](http://TheStrengthCampaign.org)  
Show your strength. Stand up. Speak up.

# Building men's support for non-violence: Men Can Stop Rape campaign (USA)



MY STRENGTH IS NOT FOR HURTING.

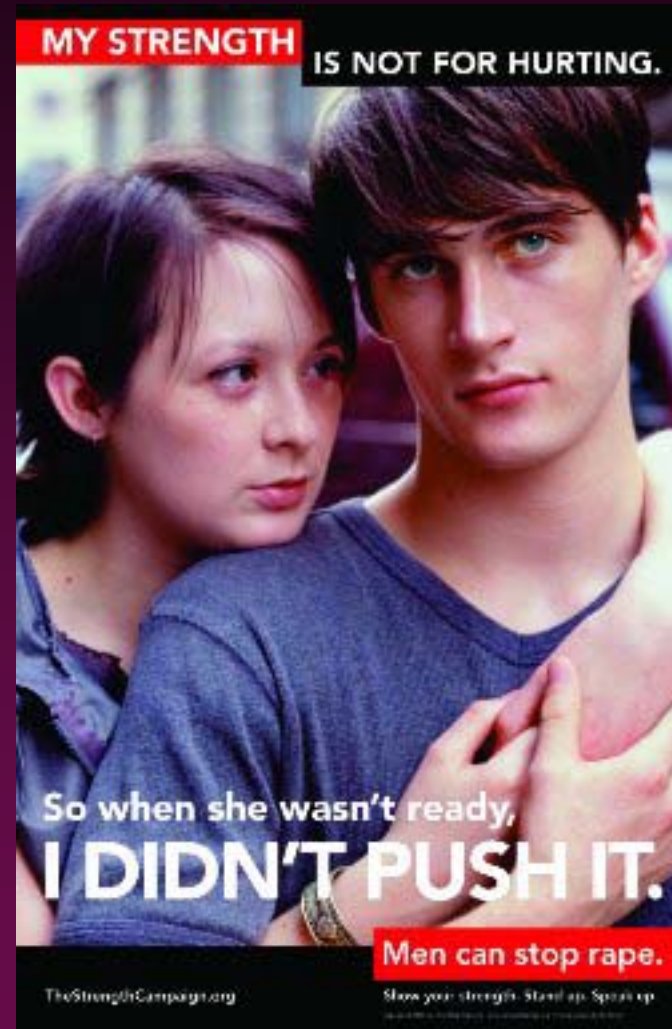
So when I wanted to and she didn't, **WE DIDN'T.**

Men can stop rape.

TheStrengthCampaign.org

Slow your strength. Stand up. Speak up.

© 2011 Men Can Stop Rape. A division of The Rape Abuse & Incest National Network.



MY STRENGTH IS NOT FOR HURTING.

So when she wasn't ready, **I DIDN'T PUSH IT.**

Men can stop rape.

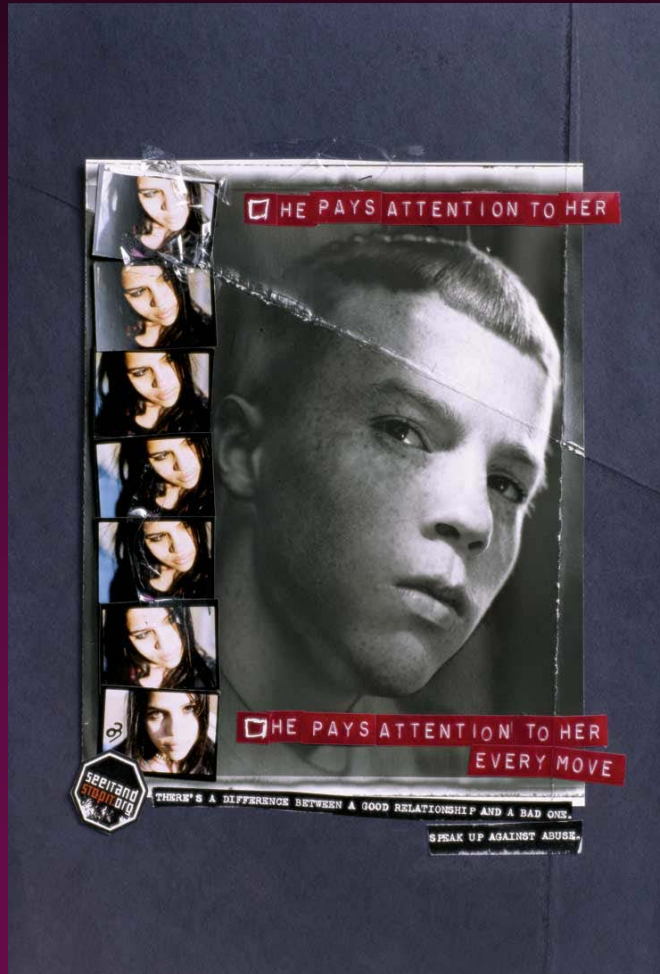
TheStrengthCampaign.org

Slow your strength. Stand up. Speak up.

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# Encouraging norms of respect and equality in dating relationships

## Choose Respect, USA



# Campus anti-violence campaigns



# Community Education *continued*

- Local educational strategies:
  - ‘Social norms’ campaigns: closing the gap between actual and perceived agreement with violence-supportive norms
  - ‘Bystander intervention’ campaigns
- Other media strategies
  - Better news reporting
  - Media literacy
  - Media regulation

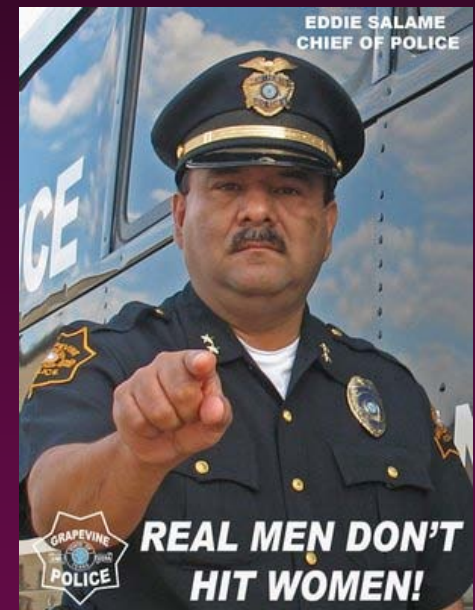


# Community Education *continued*

- Communication and social marketing
  - Well-developed campaigns have produced positive change in men's attitudes and behaviours.
- Other creative strategies: film, street theatre, comics, radio and TV, song, etc.
- Local educational strategies:
  - 'Social norms' campaigns
  - 'Bystander intervention' campaigns
- Other media strategies

# Level 3: Educating Providers (and other professionals)

- Organisational and workplace strategies:
  - Often involve working with men in male-dominated institutions.
  - Examples: with coaches, police, military forces.
- Also need to increase workforce and organisational capacity.



# Level 4: Engaging, Strengthening, and Mobilising Communities

- Need to change the social norms, gender roles, and power relations which feed into violence against women.
- Promising strategies of community engagement and strengthening...
  - Involve male community leaders.
- Foster coalitions and networks.

# Level 4 *continued*: Mobilising Communities


- Mobilise communities through events, networks, and campaigns.
- Build grassroots boys' and men's groups and networks.
  - White Ribbon Campaign
  - Men As Partners program
  - Many other groups...

# Building boys' and men's support for non-violence: White Ribbon Campaign (over 60 countries)

**THESE MEN WANT TO  
PUT AN END TO VIOLENCE  
AGAINST WOMEN.**

<p>46. <u>Dan R. Brown</u> President of C&amp;D, Duggan Group Inc.</p> <p>50. <u>Earl Browning</u> Executive Director, American Legion</p> <p>54. <u>Michael Brennan</u> Executive Director, Blue State Action Fund</p> <p>58. <u>Joe B. Bouchard</u> CEO, Dundas</p> <p>62. <u>Tom Cochran</u> Executive Director</p> <p>66. <u>Steve Cookman</u> Executive Director</p> <p>70. <u>Tom Downing</u> Executive Director</p> <p>74. <u>Alan Egan</u> Executive Director</p> <p>78. <u>John J. Gorman</u> CEO, "The World's Best"</p>	<p>47. <u>Kevin Hanks</u> "Our Lady Peace"</p> <p>51. <u>John H. H. H.</u> The Red Cross</p> <p>55. <u>Lawrence M. H.</u> National Director of USPO - United States Postal Service</p>	<p>48. <u>James P. H.</u> Executive Director, "The World's Best"</p> <p>52. <u>David H.</u> Executive Director</p> <p>56. <u>Charles H.</u> Executive Director</p> <p>60. <u>Chris H.</u> Executive Director</p> <p>64. <u>David H.</u> Executive Director</p> <p>68. <u>Mark H.</u> Executive Director</p> <p>72. <u>Alan H.</u> Executive Director</p>
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**SHOW YOUR SUPPORT**



**WHITE RIBBON CAMPAIGN**  
1-800-328-2228

Newspaper advertisement, USA

**拒绝家庭暴力**  
Stop Domestic Violence



北京市妇联妇女热线：  
**16803838**

中国法学会反家暴研究中心  
北京君为文化传播有限公司  
北京唐尊广告有限公司

王学兵  
反家暴形象大使

Poster campaign, China (2005)

## 'Walk a Mile in Her Shoes' campaign



## Mobilizing men for gender justice: South African Men as Partners Network





Pledge never to commit, condone, or  
remain silent about ...



"Coaching Boys into Men" conference, Plymouth County White Ribbon  
Campaign, Brockton USA, March 6, 2008

# Level 4 *continued*: Mobilising Communities

- Mobilise communities through events, networks, and campaigns.
- Build grassroots boys' and men's groups and networks.
  - White Ribbon Campaign
  - Men As Partners program
  - Many other groups...
- Foster alternative, non-violent norms and practices.

# Level 5: Changing Organizational Practices

- And organisational or institutional cultures.
- Especially male-dominated and homosocial contexts.
  - Example of a sporting institution taking systematic action to address sexual assault: the Australian Football League.

# Level 6: Influencing Policies and Legislation

- We need national plans and funding for violence prevention.
- The criminal justice system has an important symbolic (and practical) role.
- Research monitoring and evaluation.



Case study: Violence prevention  
education among boys and young  
men (and children and young people  
in general)

# Five criteria for good practice

1. A whole school approach
2. A program framework and logic
3. Effective curriculum delivery
4. Inclusive, relevant, and culturally sensitive practice
5. Impact evaluation

(Flood *et al.* (2009), *Respectful Relationships Education in Schools*)

# (1) A whole-of-school approach

- Programs should:
  - Be based on a whole-of-school approach, operating across:
    - Curriculum, teaching and learning;
    - School policy and practices;
    - School culture, ethos and environment;
    - The relationships between school, home and the community.

- And involving:
  - Comprehensive curriculum integration;
  - Assessment and reporting;
  - Specialised training and resources for teaching and support staff;
  - Reinforcement of violence prevention programming through school policies, structures, and processes.

## (2) A program framework and logic

- Programs should:
  - Incorporate an appropriate theoretical framework for understanding violence, which:
    - Draws on feminist scholarship, in particular in addressing the links between gender, power, and violence, examining violence-supportive constructions of gender and sexuality, and fostering gender-equitable and egalitarian relations.
  - Incorporate a theory of change – an account of the ways in which project content and processes will be used to achieve the project's intended outcomes.

# (3) Effective curriculum delivery

- Dimensions:
  - a) Content
  - b) Delivery (teaching methods)
  - c) Structure
  - d) Staff (Teachers and educators)

# a) Curriculum content

- Programs should:
  - Be informed by feminist scholarship on violence against girls and women;
  - Address various forms of violence;
  - Target the antecedents to or determinants of violent behaviour;
  - Address not only attitudes but also behaviours, interpersonal relations, and collective and institutional contexts.
  - Avoid focusing only on strategies for minimising one's own risks of victimisation, instead both addressing systemic constraints on safety and teaching commitments to and skills in non-violence.

## b) Curriculum delivery (teaching methods)

- Programs should:
  - Adopt the general characteristics of effective teaching and learning practice.
  - Involve the use of quality teaching materials.
  - Be interactive and participatory.
  - Address cognitive, affective, and behavioural domains.
  - Be matched to stages of change.
  - Give specific attention to skills development.
  - Respond appropriately to participants' disclosures of victimisation and perpetration.

## c) Curriculum structure

- Programs should:
  - Be of sufficient duration and intensity to produce change.
  - Be timed and crafted to suit children's and young people's developmental needs, including their developing identities and social and sexual relations.
  - Have clear rationales for their use of single-sex and/or mixed-sex groups, including an understanding of the merits and drawbacks of each.

## d) Staff: teachers and educators

- Programs should:
  - Be delivered by skilled teachers and/or educators;
    - Supported by resources, training, and ongoing support.
  - Have clear rationales for their use of teachers, community educators, and/or peer educators;
  - Have clear rationales for, or a critical understanding of, their use of female and/or male staff.

## (4) Relevant, inclusive, and culturally sensitive practice

- Programs should:
  - Be relevant, that is, informed in all cases by knowledge of their target group or population and their local contexts.
  - Be inclusive and culturally sensitive, embodying these principles in all stages of program design, implementation and evaluation.
  - Involve consultation with representatives or leaders from the population group(s) participating in the program where appropriate.

# (5) Impact evaluation

- Programs should:
  - Involve a comprehensive process of evaluation, which at minimum:
    - Reflects the program framework and logic;
    - Includes evaluation of impact or outcomes, through;
      - Pre- and post-intervention assessment.
      - Long-term follow-up.
    - Includes a process for dissemination of program findings in the violence prevention field.

# The state of the field

- Few programs meet all the standards for good practice.
  - Most educators know that their efforts do not meet emerging standards of best practice.
  - Most educators aspire to these standards.
  - Many educators make sustained efforts to achieve them.
- At the same time, we must do more than 'deliver and hope'.

# Advancing violence prevention in schools

- In the short term:
  - Support and build capacity for schools-based violence prevention;
  - Implement a demonstration project in violence prevention in schools.
- In the medium and long term:
  - Align policy with good practice
  - To integrate violence prevention and respectful relationships curricula into schools
  - With capacity-building.

# Engaging and changing boys and young men

- Some challenges:
  - Reaching
  - Engaging
  - Changing
  - Mobilising
- See e.g. Flood (2010) *Where Men Stand: Men's roles in ending violence against women*

# Conclusion

In 2011...

- We know a lot about the social conditions and power relations which feed violence against girls and women.
- We know a little about the strategies that can change these. We need to know more.
- We need the energy and the political will to make a difference.

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