



# THE ★ RURAL ★ CHALLENGE TOOLKIT

# THE ★ RURAL ★ CHALLENGE PROJECT



## Rural Challenge Toolkit

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It was developed by Macedon Ranges Shire Council and the City of Greater Bendigo Council thanks to support from the Victorian Government and assistance of the MAV.

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The project  
seeks to  
challenge  
masculinity  
and engage  
men while  
empowering  
women.

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## KEY TERMS AND DEFINITIONS

**Bystander:** someone who sees or hears about an act of sexism, harassment, discrimination or any other form of inappropriate behaviour. People who witness inappropriate behaviour, but are not involved in an incident (either as an instigator or a target), are increasingly recognised as having the potential to be powerful allies in challenging sexist or discriminatory behaviours and attitudes<sup>1</sup>.

**Gender equality:** the equal rights, responsibilities and opportunities of women, men, girls, boys and gender diverse people. It is not the belief that men and women must be the same, e.g. act, dress and behave the same. It is the belief that they are of equal value and deserve the same rights and opportunities. The interests, needs and priorities of both women and men need to be taken into consideration, recognising the diversity of different groups.

**Gender equity:** fairness and justice in the distribution of rights, responsibilities and resources between women, men and gender-diverse people according to their respective needs. Gender equity are the things we do to achieve gender equality.

**Gender:** the socially constructed characteristics of women and men such as norms, roles and relationships of and between groups of women and men. While most people are born either male or female, they are taught appropriate norms and behaviours-including how they should interact with others of the same or opposite sex within households and families, communities and work places. Gender changes in all societies and across time. E.g. how women or men were expected to behave in Australia 50 years ago is different to the social norms associated with women or men today.

This view of gender as binary ('masculine' and 'feminine') reflects the common binary understanding of sex as male or female. However, this is a limiting representation and in Australia, non-binary understandings of gender have recently gained increased attention and phrases such as 'gender fluid', 'gender diverse' and 'gender non-conforming' are increasingly used to describe diverse, non-binary understandings and expressions of gender.

**Gender stereotypes:** simplistic generalisations about the roles of men and women. They are images, beliefs, attitudes or assumptions about certain groups of women and men. While most people realise that stereotypes are untrue, we often still make assumptions, often unconsciously, based on gender. Stereotypes can have positive or negative connotations but they rarely communicate accurate information about others (or at the very least tell the full story).

**Intersectionality:** the theory that the overlap of various social identities, such as gender, race, sexuality, ability and class, contributes to specific types of systemic oppression and discrimination experienced by an individual.

**Hegemonic masculinity:** many different ways of being a man (multiple masculinities) exist within a society, however the most legitimate and acclaimed version of manhood is referred to in gender theory as ‘hegemonic masculinity’. In Australia, the dominant or ideal form of masculinity is white and heterosexual, and associated with traits such as toughness, lack of emotions and competitiveness. Importantly, the dominance of this masculinity over others is not imposed, but rather becomes accepted by women and men as normal.

**Primary Prevention:** a term used to describe the work done to prevent a problem before it occurs. Working towards gender equality is the primary prevention of violence against women. It seeks to prevent violence from happening in the first place. Primary prevention works by identifying the deep underlying causes of violence and acting across the whole population to change this, not just address the behaviour of perpetrators.

**Privilege:** the idea that some groups of people have advantages relative to other groups, even when they don’t choose to have these advantages. Privilege is the other side of oppression. It is often easier to identify oppression and discrimination than it is to identify privilege. Society grants privilege to people because of certain aspects of their identity. Aspects of a person’s identity can include race, class, gender, sexual orientation, language, geographical location, ability, and religion, to name a few. An example of privilege is male privilege but there is also white privilege, social class privilege, and age privilege.

**Sex:** describes the biological and physiological differences between the bodies of males and females. It is different from gender. Gender refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. While sex remains the same, gender changes depending on the place and time.

**Unconscious bias:** a prejudice in favour of or against one person or group compared with another in a way that is considered to be unfair. There are two types of bias-conscious and unconscious. Unconscious bias is more prevalent today than conscious bias and often incompatible with a person’s conscious values. Unconscious biases are social stereotypes (including gender stereotypes) about certain types of people that individuals form outside of their own conscious awareness, and is triggered by our brain making quick judgements and assessments of people and situations, influenced by our background, cultural environment and personal experiences.

**Violence against women:** violence against women is defined by the *United Nations Declaration on the Elimination of Violence against Women (1993)*, as any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life. This definition encompasses all forms of violence that women experience (including physical, sexual, emotional, cultural/spiritual, financial and others) that are gender-based.

## WHAT IS THE RURAL CHALLENGE?

The Rural Challenge project is a community leadership program that works with leaders and interested members from CFA brigades and football netball clubs in rural and regional areas to make their organisation more female friendly, equal and gender inclusive.

The project is a primary prevention project, seeking to strengthen respectful relationships and gender equality, and prevent violence against women.

The Rural Challenge project takes a community development approach to this work by building the capacity of male and female community leaders through a series of discussion-based workshops and mentored action planning with an aim to develop gender equity action plans that change norms, structures and practices to prevent violence against women.

The project has two key aims:

1. To assist football netball clubs and CFA brigades to develop gender equity action plans that support gender equality and the prevention of violence against women. The action plans are focused on practical activities to embed the principles of gender equality and prevention of violence against women through lasting organisational and cultural change, supporting women's empowerment, and engaging the community.
2. To activate individual transformational change of male and female community leaders around gender equality and preventing violence against women. As previous research has stated, working with leaders to educate and train them is not enough, they need to experience this transformation to commit to ongoing personal and organisational change<sup>2</sup>.

The need to work with community organisations in order to address issues of gender inequity is driven by the recognition that challenging fundamental constructs of gender – namely masculinity and femininity – is critical to create shifts in norms and achieve positive outcomes related to social cohesion and fairness. The project seeks to challenge masculinity and engage men while empowering women. It is more than just increasing the numbers of women in clubs and brigades. It is about promoting a culture of gender inclusiveness.

The toolkit is divided into 4 sections:

### **Section 1:**

About the Rural Challenge. This section explores the background and theory to the Rural Challenge project.

### **Section 2:**

Running the Rural Challenge in your area. This section describes the steps to take in order to run the project in your local area.

### **Section 3:**

Essential information for facilitators.

### **Section 4:**

Workshops and workshop materials.

## **About this toolkit**

This toolkit has been developed from key learnings, evaluations and reflections from the Rural Challenge pilot project. The Rural Challenge pilot project was developed by Macedon Ranges Shire Council and the City of Greater Bendigo Council thanks to support from the Victorian Government and assistance of the MAV.

The Rural Challenge project encourages and supports rural institutions such as the CFA and football netball clubs to make changes to their organisations to make them more gender equal. The Rural Challenge Toolkit provides directions of how to run the Rural Challenge in your area. It includes background theory and knowledge, practical ideas for implementing the project, all the materials needed to run the Rural Challenge workshops, and a gender equality action plan tool that can be used in any CFA brigade or sporting club.

The Rural Challenge pilot project was inspired by the CHALLENGE family violence project run by the City of Casey and guided by some of the key learnings<sup>3</sup>.

## **Who is this toolkit for?**

This toolkit is for practitioners and community organisations who wish to engage with their communities to prevent violence against women and work with the community to promote gender equality.

This toolkit can be used by a range of organisations including local government, community health organisations, AFL commissions, CFA bodies, and women's health organisations. It was originally developed for use with leaders from male dominated organisations such as the AFL or CFA but can be adapted for other organisations such as the SES and other sporting clubs.

## WORKSHOP OVERVIEW

The workshops are split into two phases – three theory workshops and two action planning workshops. Each workshop runs for two hours (10 hours in total).

The theory workshops are delivered separately to groups of men and women. The workshop topics are as follows:

<b>Workshop 1</b>	Gender equality, barriers to participation and preventing violence against women
<b>Workshop 2</b>	Gender norms and masculinities
<b>Workshop 3</b>	What does gender equality look like in brigades and football netball clubs

Workshop 1 and 2 contain the exact same content while Workshop 3 differs in content and goal. Workshop 3 acts a focus group to explore women's experience of their club/brigade and what they saw as the needs to enhance gender equality. The information is then used to inform the discussions of the men's Workshop 3. Running the women's focus group before the men's Workshop 3, provides the facilitator an understanding of key issues and needs in the local brigades and clubs.

All the workshops have a focus on participatory activities and discussion to support critical group engagement and individual reflection.

Following the workshops are two action planning sessions. Men and women attend these sessions together.

<b>Workshop 4</b>	Developing a draft gender equality action plan
<b>Workshop 5</b>	Finalising a gender equality action plan

In these two workshops, the brigade or club is mentored to develop their gender equality action plans. These mentors may be people from the steering committee, women's advisory panel, local women's health organisation or local council.

The timing of the workshops depends on the group. However, ideally the first three workshops would be run two weeks apart, and more time separating the third and fourth workshops, and the fourth and fifth workshops. Between Workshops 3 and 4, participants are asked to survey and consult with their club/brigade (see Appendix 10), and between Workshops 4 and 5 the women's advisory panel review and critique the gender equality action plans.

To ensure more accountability to women, the Rural Challenge project should establish a women's advisory panel made up of women who are experts in gender equality<sup>4</sup>. Their role is to provide critical input on key developments of the project and to provide a critique of the draft gender equity action plans. A specific workshop is delivered with members of the panel to critique the draft action plans. This critique occurs between Workshops 4 and 5.

# OVERVIEW OF THE RURAL CHALLENGE PROJECT



Each of the above components is described in detail in Sections 2 and 4.



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## SECTION 1

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# ★ BACKGROUND TO THE ★ RURAL CHALLENGE PROJECT

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★ **Want to know more about the link between gender inequality and violence against women?**

Our Watch has been established to drive nationwide change in the culture, behaviours and power imbalances that lead to violence against women and their children. To learn more about the gendered drivers and the link between gender inequality and violence against women, see Our Watch's *Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia*

And watch *Let's change the story: Violence against women in Australia*. <https://www.youtube.com/watch?v=fLUVWZvVZXw>

## Link between gender equality and violence against women

The Our Watch *Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia* guides the Rural Challenge project. The framework brings together the international research and nationwide experience on what drives violence against women and works to prevent it. This toolkit aligns with the overarching principles of effective practice described in *Change the Story* framework.

There is a proven link between gender equality, building respectful relationships and preventing violence against women. Research has found that factors associated with gender inequality are the most consistent predictors of violence against women<sup>5</sup>. These factors are termed the 'gendered drivers of violence against women'.

They are:

- the condoning of violence against women
- men's control of decision making and limits to women's independence
- stereotyped constructions of masculinity and femininity
- disrespect towards women and male peer relations that emphasise aggression.

Actions that will prevent violence against women include:

- challenging the condoning of violence against women
- promoting women's independence and decision-making
- challenging gender stereotypes and roles
- strengthening positive, equal and respectful relationships
- promote and normalise gender equality in public and private life.

While the link between gender inequality and violence against women (VAW) is discussed in the Rural Challenge Workshop 1, the primary focus throughout the workshops is gender equality and the actions that will prevent violence against women. The gendered drivers of VAW and actions that will prevent VAW are discussed in Workshop 1 and in Workshop 3, where participants are reminded of these preventative actions. Each action in the gender equality action plans should align with these four preventative actions.

The focus on gender equality and actions to prevention violence against women is in line with the literature on violence prevention with men. Research emphasises that effective programs are centred on positive messages which build on men's non-violent attitudes and relations<sup>6</sup> and programs should reinforce positive behaviours and norms, encourage individuals to focus on what they can do (not on what they should not do), and avoid an exclusive emphasis on problem behaviours<sup>7</sup>.

## The Rural Challenge is a primary prevention project

Primary prevention is a term used to describe the work done to prevent a problem before it occurs. An example of primary prevention is the education campaign in Australia in the past 4 decades to prevent smoking. Working towards gender equality is primary prevention of violence against women. It seeks to prevent violence from happening in the first place. Primary prevention works by identifying the deep underlying causes of violence-including gender inequality-and acting across the whole population to change this, not just address the behaviour of perpetrators. Primary prevention means preventing violence against women is everyone's responsibility and everyone has a role to play in changing the culture, structures and attitudes that drive violence against women.

## Importance of working with the CFA and football netball clubs in rural areas

Evidence demonstrates that women in regional, rural and remote areas are more likely than women in urban areas to experience domestic and family violence<sup>8</sup>. Furthermore, there are a number of barriers to women seeking help in small communities. These factors include; fear of stigma, shame, community gossip, a lack of perpetrator accountability, and domestic and family violence being viewed as "family problems"<sup>9</sup>. This demonstrates the need for targeting rural institutions and implementing primary prevention programs in these communities.

It is important to be clear that organisations such as the CFA and football netball clubs are not places where violence against women occurs more frequently than anywhere else in rural and regional communities, but are hugely influential in shaping attitudes and behaviours. Given the link between gender equality, building respectful relationships and preventing violence against women, these organisations can play a significant role in helping to shape community values, attitudes and behaviour.

## Importance of local context

The Rural Challenge workshops emphasise the organisational culture and context of both the organisations and of the local environment. Our Watch advises against 'one-size-fits-all' approaches to prevention work-programs need to be tailored to their audiences. While social norms, structures and practices supporting and driving violence against women exist across Australian society, the way they operate varies between and among different groups in the community.

★ **Want to know more about how gender stereotypes can affect women?**

The Always #LikeAGirl video looks at stereotyping of girls. Using #LikeAGirl as an insult is a hard knock against any teenage girl and it's easy to see what a huge impact it can have on a girl's self-confidence. The #LikeAGirl campaign hopes to turn a phrase that has become an insult into an empowering message.

<https://www.youtube.com/watch?v=XjQBJWYDTs>

★ **Want to learn  
more about the  
CFA and gender?**

The Gender and Disaster Pod website has a range of resources to support an increased understanding of the impact of gender on disaster, and to provide practical strategies and tools to incorporate gender considerations into emergency management policy, planning, decision-making and service delivery.

<http://www.genderanddisaster.com.au/info-hub/education-training/>

There is an agreement in the research that there is considerable diversity in the cultural, social and economic characteristics of rural and regional communities and that violence prevention efforts in Victoria must move beyond 'homogenised stereotypes and assumptions' to develop primary prevention strategies relevant to specific local contexts<sup>10</sup>. Activities in Workshops 1, 2 and 3 allow participants to explore the way gender norms and stereotypes frame their lives, and what the possibilities for people in their organisations may be. The particularities of the community are highlighted using regional statistics about gender equality in Workshop 1. Furthermore, while there may be commonalities about gender equality needs in the brigades and clubs, the women's Workshop 3 (the focus group) will provide specific examples of what changes need to be made.

## Barriers to women's participation in the CFA and sporting groups

### Barriers to women joining the CFA

Research shows that a number of factors discourage women from joining the CFA. These include:

- limited knowledge of the roles available to women in the fire services<sup>11</sup>
- concerns about the physical demands of the job<sup>12</sup>
- competing time commitments of family and work<sup>13</sup>
- gender stereotypes about the job and the dominant view of firefighters as men<sup>14</sup>.

Some of these factors are expanded below.

### "Firemen" and gender stereotypes

Research published by the Bushfire Cooperative Research Centre and the Australasian Fire and Emergency Services Authorities Council argues that with modern equipment women are more able to take on operational roles and their under-representation is due in large part to traditional gender-based stereotypes and perceptions of firefighters as "firemen"<sup>15</sup>. The data drawn upon was from women in country and regional areas who were not currently or had never been members of their local firefighting agencies.

### Family commitments and child care

Childcare responsibilities are a significant barrier to women volunteering, reinforced by stereotypical views about women's roles in families<sup>16</sup>. McLennan and colleagues conducted individual interviews with 20 CFA career staff from various regions across Victoria about their observations of ways that families of volunteer firefighters were affected by fire service volunteer activities and how family responsibilities may act as a barrier to recruiting or retaining women<sup>17</sup>. One of the themes to emerge from the interviews was that for some women volunteers, childcare responsibilities imposed considerable limitations on their ability to participate fully in firefighting activities. Traditional views of women's roles in families were also noted as a reason some women did not volunteer.

## Barriers to women remaining in the CFA

Beatson and colleagues<sup>18</sup> drew upon a number of other studies to summarise the factors that discourage women from continuing to volunteer. The factors include:

- the rejection of women's ability as firefighters by a small but vocal minority of male firefighters
- difficulties with the shape and size of personal protective equipment (PPE), e.g. pants or uniform too long
- equipment being heavy, awkward to use or stowed too high on trucks.

Analysis of 396 exit survey returns from former volunteers found that reasons contributing to resigning were:

- work/family needs 51%
- moved from the area 38%
- age/health issues 28%
- dissatisfaction with the volunteer role 25%.

A major contributor to dissatisfaction with the volunteer role was poor brigade leadership<sup>19</sup>. Evidence of this dissatisfaction with leadership can be found in the work of Parkinson and colleagues commissioned by the Department of Environment, Land, Water and Planning Victoria<sup>20</sup>. Parkinson and colleagues undertook research with more than 500 people (both men and women) involved in the fire and emergency sector. One third of women involved agreed that men in leadership positions fail to pay attention and listen to what women say<sup>10</sup>.

## Barriers to women's participation in sports

Numerous studies show off-field factors linked to lower participation rates include harassment, cultural and social pressures and social stereotyping<sup>21</sup>. There are a broad range of barriers to women participating in sport that can be divided under three headings: practical barriers, personal barriers, and social and cultural barriers.

Practical Barriers include:

- lack of time & lack of childcare
- lack of money
- lack of transport
- lack of flexibility
- personal safety
- funding
- access to facilities.

★ **Want to learn more about barriers to women's participation in sport?**

This Women in Sport website reviews the barriers to sports participation for women and girls, and provides recommendations for how to address these barriers:

<https://www.womeninsport.org/resources/barriers-to-sports-participation-from-women-and-girls/>

★ **Want to learn more about making football netball clubs culturally inclusive?**

The Centre for Multicultural Youth have developed a toolkit for supporting cultural diversity in sporting clubs. They provide an action plan check list that includes a section on including young women. You may want to point your participating clubs towards this document.

<http://cmy.net.au/sites/default/files/publication-documents/Game%20Plan%20Resource%20Kit%202015.pdf>

For more information on barriers and best practice ideas for best practice for working with multicultural women and girls look to this website:

[https://www.ausport.gov.au/participating/resources/resources/fact\\_sheets/women\\_and\\_sport](https://www.ausport.gov.au/participating/resources/resources/fact_sheets/women_and_sport)

Personal barriers include:

- body image
- clothing and equipment
- lack of self-confidence
- parental and adult influence.

Social and cultural barriers include:

- the male-dominated culture of sport
- attitudes and prejudices about sexuality
- attitudes and prejudices about disability
- attitudes and prejudices about ethnicity
- sexual harassment and abuse
- female invisibility-media representations and lack of role models in sport.

Furthermore, there may be more difficulties for women and girls from multicultural, migrant and refugee backgrounds to participate in sport due to barriers they may experience from within sporting environments or from within their own communities. These include:

- lack of familiarity with the structure of sporting clubs and associations
- language barriers
- lack of priority given to sport by parents
- lack of transport
- fear of racism or discrimination
- cost
- lack of culturally appropriate venues and facilities.

## Men's only and women's only workshops

There are many arguments for using different sex compositions in workshops or at different points in education programs<sup>22</sup>. The Rural Challenge takes an approach of women's only workshops, men's only workshops and workshops with both men and women. In the literature this is termed gender synchronisation. Gender synchronisation proposes that "gender inequalities can be most effectively addressed by strategically *linking work with men and women towards gender equality*"<sup>23</sup>. The overarching goal of the Rural Challenge project is to challenge masculinity while empowering women and girls, and the workshops are designed with this goal.

The same sex workshops are coordinated to provide safe spaces for conversations about the gender and common experiences in the room, leading to the creation of spaces where men and women can work together on their action plans (Workshops 4 and 5) with similar understandings of challenges and opportunities for change. Working in single-sex groups can also minimise the harmful, gendered forms of interaction that are common in mixed-sex groups<sup>24</sup>.

On a practical level, splitting the larger group into two workshops can also allow for more in depth conversations with the smaller groups.

## Engaging men and boys

Men's violence against women is an expression of gendered power – the power that men, both individually and collectively, have over women and children. The Rural Challenge project seeks to engage men as positive role models, pro-social bystanders, and advocates for gender equality.

There has been a growth in the number of programs and interventions working with men and boys on gender equality<sup>25</sup>. According to Flood<sup>26</sup>, there are a number of key reasons for this shift including:

1. Efforts to prevent violence against women must address men because it is largely men who perpetuate this violence.
2. Constructions of masculinity play a crucial role in shaping violence against women.
3. Men and boys have a positive role to play in helping to stop violence against women.
4. Men and boys will benefit individually and relationally from gender equality.

Furthermore, there is growing evidence for the effectiveness of violence prevention strategies among men and boys, and that well-designed interventions can make a difference to men's violence-related attitudes and behaviours<sup>27</sup>.

Evidence demonstrates that interventions aimed at men are more likely to be effective if they explicitly address masculinity – the practices, norms and relations associated with “manhood”<sup>28</sup>. It is important that men have the opportunity to explore masculinities and sexist or constraining social norms associated with them. A conversation about the historical and institutional nature of gender inequality can assist in alleviating feelings of individual responsibility (without alleviating the responsibility of making change).

Research demonstrates that to enable change, it is essential to engage men in critically reflecting on the social construction of hegemonic or dominant masculinity. If participants can be assisted to understand the ideal of masculinity as a product of social processes, as opposed to “natural”, they can understand it can be changed<sup>29</sup>. Discussions of changing social norms can be opened up through acknowledgment that there are multiple ways of being a man, and that men's positions and experiences shift (depending on time period, age, social context, etc). Programs that offer simplistic and homogenous portrayals of ideal masculinity are not helpful in this respect<sup>30</sup>. At different points in time, men might both feel vulnerable and entitled<sup>31</sup>.

★ **Want to learn more about making football netball clubs gender equal?**

*The Inquiry into Women and Girls in Sport and Active Recreation Report (2015)*

This report recommends bold and practical actions to increase women's participation and change the culture of sport. The intent of these recommendations is to deliver “on the ground”, every day changes in thinking, behaviour and the way sport and active recreation operates.

<http://www.sport.vic.gov.au/sites/default/files/documents/201704/Inquiry%20into%20women%20and%20girls%20in%20sport.pdf>

*Gender equity: What it will take to be the best. An initiative of Richmond Football Club (2014)*

This report, commissioned by the Richmond Football Club, interviewed almost 60 people about the real and perceived barriers to getting women into leadership positions in the club, including people within the industry, from people across other industries with relevant experience, and from experts in the field.

<http://www.richmondrc.com.au/staticfile/AFL%20Tenant/Richmond/Files/Gender%20Report.pdf>

★ **Want to learn more  
about men and  
equality?**

Watch Michael Kimmel's TED Talk 'Why gender equality is good for everyone – men included.'

[https://www.ted.com/talks/michael\\_kimmel\\_why\\_gender\\_equality\\_is\\_good\\_for\\_everyone\\_men\\_included](https://www.ted.com/talks/michael_kimmel_why_gender_equality_is_good_for_everyone_men_included)

Watch Jackson Katz's TED Talk 'Violence against women – it's a men's issue.'

[https://www.ted.com/talks/jackson\\_katz\\_violence\\_against\\_women\\_it\\_s\\_a\\_men\\_s\\_issue/transcript?language=en](https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue/transcript?language=en)

## Addressing male privilege and masculinity

Privilege is the idea that some groups of people have advantages relative to other groups, even when they do not choose to have these advantages. Privilege is the other side of oppression. It is often easier to identify oppression and discrimination than it is to identify privilege. Society grants privilege to people because of certain aspects of their identity. Aspects of a person's identity can include race, class, gender, sexual orientation, language, geographical location, ability, and religion, to name a few. An example of privilege is male privilege but there is also white privilege, social class privilege, and age privilege.

Gender work requires activities that allow men to see masculinity and male privilege as a collective and institutional problem rather than as an individual problem, and also provides men with the understanding they have a role to play in addressing privilege and inequality. Critical analysis of men's privilege, power, and how they use their power is crucial to transforming men. Programs teaching gender equality and positive gender relationships should build an awareness of the existence of male privilege. Addressing issues of gender inequality can be met with resistance from men and a sense that focussing on men and boys' privilege "blames boys and men".

This conversation should occur in a space with just men but the same workshop material should be run with the women's group. An understanding of male privilege and masculinity can assist women in seeing the challenges and barriers to making changes in their brigades and clubs, and can provide them the concepts to have further conversations with the men in their organisations. Women can also take for granted men's power and dominance over them, and some may benefit individually from men's power and therefore actively support it (E.g. it may allow them stability in an organisation or give them power over other women)<sup>32</sup>. The workshops should allow both men and women to develop an understanding of alternative models of masculinity.

In his review of interventions working with men and boys, Flood<sup>33</sup> argues that changing men can be achieved by working with women to shift the wider conditions within which men make choices about violence and non-violence. The research around engaging women is explored further on the next page.

## Engaging women

While there has been a shift to engaging men and boys in gender work, working with both women and men is essential for effective and sustained gender transformation<sup>34</sup>.

Work with both women and men is important, because women often take for granted power and inequality within the gender structure. Violence against women and girls does not occur in a social vacuum, but arises out of a context of gender inequality and social norms of gender relations that are largely supported by both men and women<sup>35</sup>. Therefore both men and women need to be actively involved in prevention efforts.

Evidence demonstrates that successful prevention programs “should involve empowerment of women as individuals, within relationships and across society, and transformation of masculinities should be framed as a complement to these”<sup>36</sup>.

Women undertake the same gender analysis as men and the same language is used in all workshops. This allows women to understand their rights and position within currently gender structures and hierarchies, while also exploring how they may contribute to the gender hierarchy through the social sanctioning or marginalisation of certain femininities and masculinities<sup>37</sup>. There is a need to empower women socially and individually, and to raise their consciousness to enable critical thought on women’s own role in male gender socialisation and the maintenance of gender power hierarchies so they demand more equitable relationships.

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**It is crucial that the workshops allow both men and women to develop an understanding of alternative models of masculinity.**

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## Who should facilitate the workshops?

There is a range of literature in the violence prevention field about who are the best people to engage and work with men<sup>38</sup>. This project recommends having both a male and female facilitator in all workshops (men’s only and women’s only). Flood<sup>39</sup> argues that the benefits of having a female and male facilitators when working with men include:

- demonstrating to participants a model of egalitarian working relationships across gender
- modelling women’s and men’s shared interest in non-violence and gender justice
- giving men opportunities to hear of women’s experiences and concerns and to further mobilise their care for the women and girls in their own lives
- enhancing accountability to women and women’s services.

For women and men, male facilitators can embody the recognition that men must take responsibility for helping to end men’s violence against women and that this is not a “women’s issue”.

If possible, the same facilitators should facilitate all workshops for continuity of material and to be able to understand the context of the local brigades and clubs.

★ **Want to learn more about adult learning and violence prevention programs with men?**

Dyson, S. & Flood, M. (2007). *Building Cultures of Respect and Non-Violence: A review of literature concerning adult learning and violence prevention programs with men*. La Trobe University, Melbourne.

<https://www.vichealth.vic.gov.au/media-and-resources/publications/building-cultures-of-respect-and-non-violence>

## Working with male practitioners

It is important that men are involved in prevention work as male practitioners have opportunities to model alternative ways of expressing masculinity and bring a personal perspective to topics such as male privilege. However, male practitioners need to be aware of gendered power and privilege in their daily work. Our Watch's *Putting the prevention of violence against women into practice* (2016) document provides a case for male practitioners (including workshop facilitators) developing reflective practices when working in this space.

**For more information go to:**

<https://www.ourwatch.org.au/getmedia/a8d9dc3d-2291-48a6-82f8-68f1a955ce24/Putting-prevention-into-practice-AA-web.pdf.aspx>

## Best practice principles to adult learning and behaviour change to address gender-based violence prevention

In their work for the AFL, Dyson and Flood<sup>40</sup> undertook a review of literature to explore best practice principles and contemporary approaches to adult learning and behaviour change to address gender-based violence prevention. From their review, they provide a summary of best practice for providing education programs to men. These principles should guide any future implementation of the Rural Challenge and is applicable to the men's and the women's workshops. The program should be:

**Respectful:** This involves using a positive, asset-based approach.

The participants should be treated as bystanders to violence, sexism and discrimination as opposed to potential perpetrators. By maintaining a focus on cultural norms, skill building and respect for self and others, participants should leave with the message that they can do something and make a change.

**Goal oriented:** Participants should have a clear understanding about why they are doing the training and what the training aims to achieve. This link should be made at the engagement stage and the first workshop. One of the goals of the project is to develop a gender equality action plan for their organisation.

**Relevant to them:** If participants have clearly identified expectations for the training, rather than feeling that they are expected to attend, they are more likely to actively participate.

**Practical:** This is related to relevance. Consider what the participants will get out of the training that will be useful to them now and in the future.

**Autonomous and self-directed:** This is achieved through the process, not the content. Training should be interactive and participatory, and participants should have some input to the shape of the program.

**Focused on the environment and changing social norms.** Peer group/organisation norms can be an asset, and care of the self and others being a norm can help to establish a climate of trust and acceptance. Participants need to feel that they each have a role to play, whether it is personal, or in support of their peers, or the women they know.

Rural Challenge project workers and facilitators should be familiar with these principles before beginning the workshops.

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**The action plan template is designed to help the participating groups highlight areas of inequality or conscious or unconscious bias, and identify areas that may need to be strengthened.**

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## The Gender Equality Action Plan template

The action plan template<sup>41</sup> is designed to help the participating groups highlight areas of inequality or conscious or unconscious bias, and identify areas that may need to be strengthened. The Gender Equality Action Plan template has a number of different areas to focus on:

**The goal:** This requires the leadership team to consider why they want to make their organisation more gender equal and fair.

**Governance and leadership:** Governance and leadership relates to strengthening and educating the leadership team to ensure commitment to gender equality; policies related to making the club/brigade inclusive, safe and fair; and increasing the numbers of women in leadership. Strong leadership and governance is crucial for driving a gender equality action plan.

Participants need to consider a range of actions including those related to women's leadership, developing a set of values or code of conduct, developing a policy for managing disrespectful and aggressive behaviour, succession plans and reviewing member's development and skills, education for the leadership group, and developing a policy on children and the club or brigade, as well as any other actions specific to their club/brigade.

**Facilities:** Facilities need to be responsive to and respectful of the needs of women and men. Analyse the club or brigade in terms of lighting, change-rooms, toilets and equipment. Consider who uses the spaces and how; what might be stopping others from using the spaces; and what might make it easier for people to access the space (E.g. adding a children's play area).

Participants need to consider actions such as toilets and change facilities, lighting, spaces for children, and sanitary products and disposal, as well as any other actions specific to their club/brigade.

**Participation opportunities:** Participation opportunities involve considering what roles are available to men and women in the organisation. Identify barriers to men and women's full participation in all roles and develop strategies or actions to remove barriers. Consider also what opportunities there are for member consultation and the opportunities members have to voice their ideas and concerns.

Participants need to consider the roles available to men and women, how to actively challenge gender stereotypes, actively promoting the range of roles available to all members and future members, and developing a rostering system to implement change, as well as any other actions specific to their club/brigade.

**Volunteers:** Volunteers are crucial to brigades and clubs, and need to feel welcomed, supported and appreciated. This includes volunteers having a clear idea of their role, and understanding and committing to the culture of equality when they join.

In this area the participants should consider the induction of new members and what the process is for inducting and supporting new members, and how they deal with and manage enquiries about joining, as well as any other actions specific to their club/brigade.

**Promotion and recruitment:** The club/brigade should be equitable in all its promotion and recruitment material including social media, newsletters and advertising. Men and women should be equally represented and materials should be respectful and not perpetuate stereotypes.

In this area the participants should consider advertising in a range of places, ensuring equal representation of men and women in all promotion and social media, and considering the timing of their recruitment sessions, as well as any other actions specific to their club/brigade.

**Welfare, equity and inclusion:** Address the culture of the club/brigade. While it is good to recruit more women, this will not be sustainable unless the club/brigade has a positive and respectful culture. There should be an agreement as a club/brigade as to what it means to be inclusive, equal and welcoming for all. Consider what actions can be taken to ensure this culture is maintained on a day-to-day basis.

In this area the participants should consider education for their members/ players (this may be Bystander Action Training or gender awareness education), developing and enforcing an alcohol policy, promoting important days (such as International Women's Day), and for brigades, having an awareness of the CFA peer support team and their role, as well as any other actions specific to their club/brigade.

**Fundraising and social activities:** Fundraising and social activities should be respectful and not perpetuate stereotypes or sexist practices. All members should feel safe and welcomed at all club/brigade events. Money raised from fundraising should be distributed in an equitable and fair way.

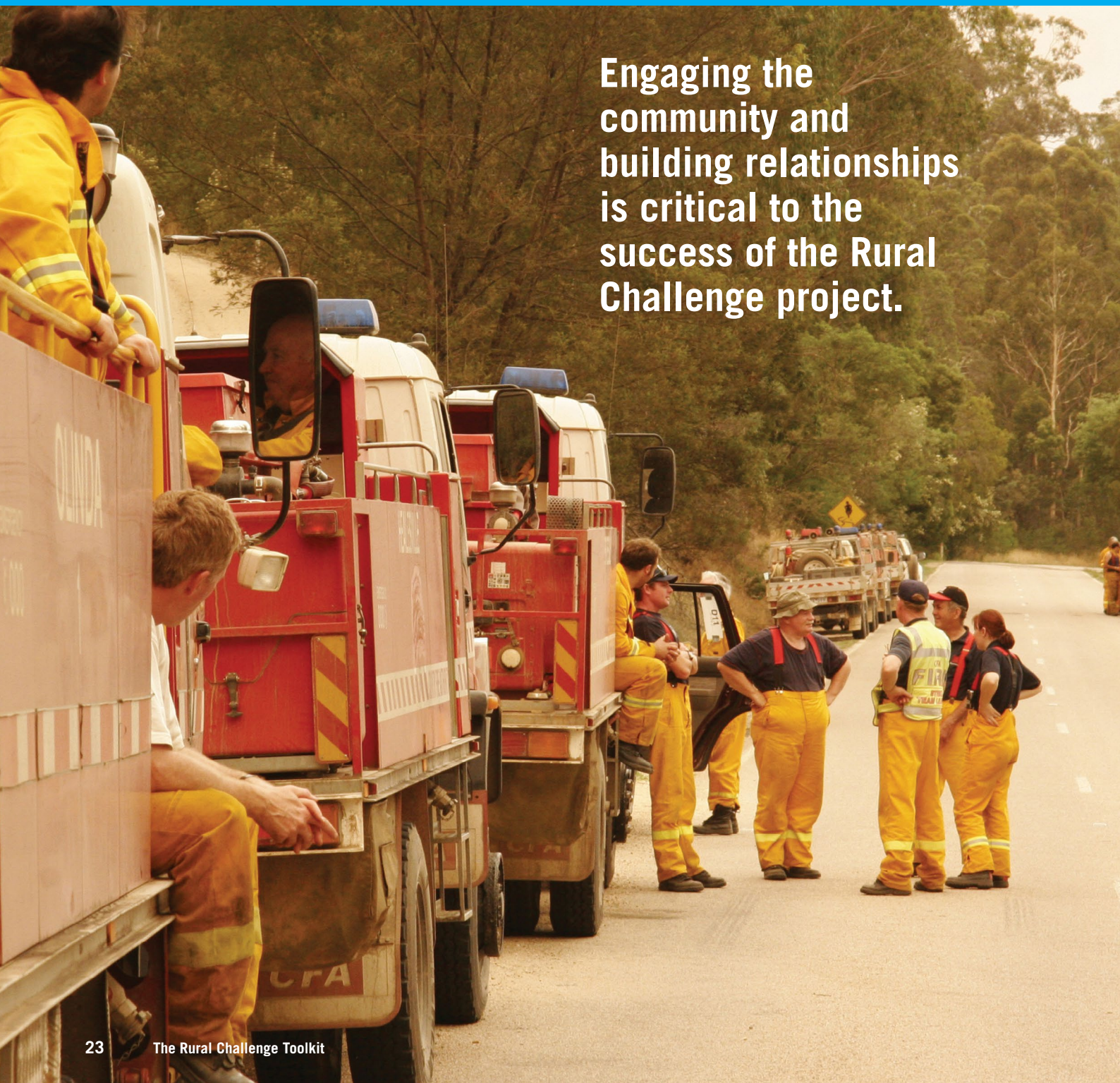
In this area the participants should consider developing a checklist to ensure inclusion in fundraising and social activities, developing a mechanism for ensuring that the money raised is spent in an equitable and fair way, and ensuring the fundraising and social activities aren't reinforcing gender stereotypes (eg. high tea for ladies day and a night at the pub for men), as well as any other actions specific to their club/brigade.

More detail on running Workshops 4 and 5 and developing the action plans can be found in the workshop section. The Gender Equality Action Plan template is Appendix 11.

## SECTION 2

# FORMING A RURAL CHALLENGE PARTNERSHIP AND RUNNING THE PROJECT ★ IN YOUR COMMUNITY ★

Engaging the community and building relationships is critical to the success of the Rural Challenge project.



This manual should be used in conjunction with Our Watch's *Toolkit for practitioners working in the area of community based prevention of violence against women and their children* and *Putting the prevention of violence against women into practice: How to change the story*. These toolkits are a suite of materials for practitioners wishing to work with communities to prevent violence against women. The toolkits contains current knowledge about what works in prevention, and best practice principles for working with communities. The development of the Rural Challenge project was guided by these toolkits, and some of the below information draws from them.

## Steps for running the Rural Challenge project

This checklist will guide you through the stages for running the Rural Challenge project in your area. Each stage is expanded upon further on the following pages.

1. Become familiar with the **principles and research for preventing violence against women**.
2. Establish a **steering group of key people and organisations** who can provide information about and links to the groups you intend to work with.
3. Establish a **women's advisory panel** who can provide expertise and support to ensure prevention efforts are based on the principles and research for preventing violence against women.
4. Ensure the project is delivered in an **ethical and safe manner**. Establish links with the local family violence and sexual assault network, or key services.
5. **Identify mentors** to support the groups to develop their action plans in Workshops 4 and 5.
6. **Engage with the community and recruit community members** from your target organisations to participate in the Rural Challenge workshops.
7. **Organise a space for the workshops**.
8. **Run Workshops 1-3** (with men and women in separate workshops).
9. Clubs and brigades **consult with their members**.
10. In Workshop 4, organise for mentors to work with the men and women participants to **develop a draft gender equality action plan**.
11. Arrange for the **women's advisory panel to review the gender equality action plans**.
12. In Workshop 5 **finalise the gender equality action plans**, including implementation strategies and evaluation methods.
13. Hand out a **participant's information pack** that will help with action plan implementation and can be given to people from the club or brigade who haven't attended the workshops.
14. **Evaluate the project**.
15. Finish the workshop aspect of the Rural Challenge project with a **celebration**.

Each of these actions is detailed on the following pages.

### 1. Become familiar with the principles and research for preventing violence against women.

You can begin by reading the following Our Watch documents:

- *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia*
- *Toolkit for practitioners working in the area of community based prevention of violence against women and their children*
- *Putting the prevention of violence against women into practice: How to Change the Story*

### 2. Establish a steering group of key people and organisations who can provide information about and links to the groups you intend to work with.

The Steering Committee provides support, guidance and oversight of the project's progress. Invite members from the local level of the governing bodies of the CFA and AFL, members of the local women's health organisation and the local council. Collaborating across organisational boundaries creates buy-in and leads to new ideas. Ideally, the steering group should meet in person once every month or two months. Tasks given to the steering group could include:

- developing a Terms of Reference (Appendix 1)
- identifying engagement strategies
- developing project protocols for disclosures of family violence and support
- identifying members of the Women's Advisory Panel
- identifying mentors for Workshops 4 and 5
- promotion support and participant recruitment.

Some local communities have "working groups" or "networks" involving community members and organisations who are working to address gender inequality to prevent violence against women. Arrange a meeting with this group to see if you can work together on workshops or they can provide advice on resources or speakers.

### 3. Establish a women's advisory panel

Establish a women's advisory panel who can provide expertise and support to ensure prevention efforts are based on these principles and research. Some of the members on this panel may be from the local family violence and sexual assault network.

The women's advisory panel will review and critique the draft action plans (after Workshop 4). You may have groups who have no female members complete an action plan, and the women's advisory panel can provide a gendered lens to the action plans. You may also consider hosting a Q & A session with the women's advisory panel and participating groups, where the groups have the opportunity to direct questions to the gender experts.

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**Preventing violence against women is everyone's responsibility and everyone has a role to play in changing the culture, structures and attitudes that drive violence against women.**

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### ★ Structure of the CFA brigades and AFL clubs

The leadership group in a CFA brigade is termed the Brigade Management Team.

The leadership group in AFL clubs is termed the executive. Coaches and captains can also be considered as part of the leadership group.

#### 4. Ensure the project is delivered in an ethical and safe manner.

The project and workshops need to be delivered in a safe and ethical manner.

- Establish links with the local family violence and sexual assault network or key services.
- Develop protocols for responding to disclosures of family violence (see Appendix 2).
- Familiarise the participants and partners (E.g. the steering group) with local appropriate referral services.
- Provide a list of counselling services to participants (see Appendix 7).
- Place posters for local family violence support services in toilets at the workshop venues.
- Hire a family support worker for Workshops 1 and 2 for both men and women in case the content triggers the need to talk to someone during or after the workshops.

Suggestions for running the workshops in a safe and ethical manner are expanded on page 33.

#### 5. Identify mentors to support the groups to develop their action plans in Workshops 4 and 5.

Identify mentors who can assist the groups in developing their gender equality action plans. These people should be experts in gender equality. The steering group and women's advisory panel will be able to assist in contacting and inviting potential mentors or organisations. The Rural Challenge pilot project used a diverse range of mentors including project workers from the local women's health organisation, local council employees, members of the CFA's volunteer support unit, and members from the sporting association and not for profits that support sporting groups (eg. Sports Focus in Bendigo).

Run an hour long workshop with the facilitators before Workshops 4 and 5 to make sure the mentors understand the action plan template, and their role. Appendix 12 is a list of questions to give the mentors. The questions will help them guide their group to develop their gender equality action plan.

#### 6. Engage with the community and recruit community leaders from your target organisations to participate in the Rural Challenge workshops.

Engaging the community and building relationships is critical to the success of the Rural Challenge project. Community engagement is most effective where it is an ongoing process enabling relationships and trust to build and strengthen over time. Community engagement should be empowering to participants and ensure community ownership and buy in of the aims and outcomes of the project. Community engagement will also help coordinators and facilitators of the project to understand the specific culture and needs of clubs and brigades to allow a more nuanced approach to working with them to develop gender equality action plans.

The ideal number of organisations to be part of the a Rural Challenge program is five to six. The recommended minimum number of participating groups is four and the maximum number is eight. It is beneficial to have more than one type of organisation (i.e. CFA and AFL) to allow groups to learn from different organisational cultures.

The Rural Challenge project is aimed at the leaders of the organisations. Ideally, a maximum of three men and three women from each organisation's leadership team should be part of the program. If, due to structural imbalances, there are no woman as part of the leadership group, general women members can be invited to participate (especially if they have a desire to join the leadership group in the future). Similarly, if other men who are not from the leadership group wish to attend the program because they are committed to change that this is at the discretion of the project coordinator. However, it is imperative that the focus of the program is on the leaders and the leadership group as much as possible.

Engaging with the community and recruiting community leaders from your local CFA or sporting clubs will involve a combination of the following strategies:

- Contact clubs and brigades to ask if they're interested in participating. It would be ideal for someone from the Rural Challenge team to offer to speak at the Brigade Management Team (BMT) meeting or executive club meeting.
- Hold an information night. As part of the toolkit there is a video named 'Rural Challenge pilot project information night'. This may provide ideas for your information night forum or you may want to show segments of the video at the night. The speakers on the video include Luke Ablett (former AFL premiership player) and Paul Hamilton (AFL talent scout).
- Show the Rural Challenge promotional video at the information night (if you run one) and share it on your social media channels. The video is a brief overview of the project with participants from the pilot project discussing their experiences.
- Put together some Rural Challenge information booklets (see Appendix 3). These packs can be given out at the information night or dropped off to local clubs and brigades.
- Contact local media and the local council and ask if they can assist in advertising the project.
- Once a group has signed up ask them to send an email to all members asking if anyone would like to participate. Give them posters to hang up around the organisation explaining the projects goals and calling for participants. A template for this poster is found in the Rural Challenge information booklets (see Appendix 3).

## 7. Organise a space for the workshops.

Make sure it is private and without distractions. This could be the football netball club rooms or the brigade meeting rooms. The space should be accessible for people with different mobility needs.



**8. Run Workshops 1-3, with men and women in separate workshops. Men and women participate together in Workshops 4 and 5.**

For details on running Workshops 1-3 see the workshop instructions, videos and Powerpoints (Section 4).

When running the workshop be sure to provide food for participants especially if you are running the workshop during the evening or over mealtimes. A budget for running the workshops includes a support worker, food and venue hire.

Example budget for running the workshops:

Item	Cost
Support worker	\$65 for two hours
Food (eg. pizza, sandwiches, tea and coffee)	\$50-100
Venue hire	\$100 for three hours (or try to run the session in a free venue such as a club room or brigade meeting room)
Total:	\$210-265

**9. Clubs and brigades consult with their members**

At the end of the men's Workshop 3 the participants are instructed to consult with their clubs/brigades about what should be in the action plans. Appendix 10 is a sample member survey that participants can use or adapt. Participants can consult their club using a hard copy survey, online survey (E.g. Survey Monkey) or both (recommended).

**10. In Workshop 4, work with the men and women participants to develop a draft gender equality action plan.**

See Workshop 4 instructions and Appendix 11 – the Gender Equality Action Plan template.

**11. Send the draft gender equality action plans to the women's advisory panel to review.**

Ask the women's advisory panel to review and provide critiques of the action plans. This can be done in person or via email. The feedback is used in Workshop 5 to finalise the plans.

**12. In Workshop 5, finalise the gender equality action plans, including implementation strategies and evaluation methods.**

See the Workshop 5 instructions.

### 13. Hand out a participant's information pack that will help with action plan implementation.

The participant's information pack will assist the participants with implementing their action plans in the short and long term. It will contain a lot of useful information regarding gender equality and the project, and can be given to people from the club or brigade who haven't attended the workshops. This document should be handed out at the end of Workshop 5.

What should be covered in the participant's information pack?

- A **snapshot of gender equality in your region**. Your local women's health organisation may be able to provide you a handout.
- A short summary of **the barriers to women's participation**. In the Rural Challenge pilot project, this was one of the questions that commonly arose.
- A **list of guidelines for participants** regarding developing and implementing their gender equality action plan.
- A description of the **Gender Equality Action Plan template**.
- **Key contacts**. This might include links to the local council, the local women's health organisation, or key local contacts for the CFA or AFL.
- A **list of brigades and clubs who participated in the Rural Challenge**. This can assist participants make networks and work together on events or projects in the future.
- A list of **available grants participants can apply for** to help implement their gender equality action plan-general grants, grants specific to the CFA and grants specific to sporting clubs.
- Any **handouts** given throughout the workshop. For example, the *Key messages of the Rural Challenge project* document or White Ribbon's *What men can do to support gender equality* document.
- **Support services and referrals for people affected by violence**. Include a link to 1800 RESPECT but make sure the other numbers and organisations are specific to your area. Your list of services and organisations may be short or extensive. You could include domestic/family violence crisis and outreach services, information and resource agencies, relationship support, women's health and wellbeing organisations and men's organisations.
- A one page document that contains **further readings and resources** such as websites and short videos.
- **FAQs**. Keep a record of the questions you are asked during the workshops and compile them into short FAQs for the participant pack.

See Appendix 13 for an example participant's information pack.

**Organisations such as the CFA and football netball clubs are not places where violence against women occurs more frequently than anywhere else in rural and regional communities, but are hugely influential in shaping attitudes and behaviours.**

#### **14. Monitor and evaluate the project.**

Monitoring and evaluation is a core component in any community project. It is important to evaluate the program to measure its success and goals. Throughout the workshops there is monitoring exercises to gauge how the group is understanding and responding to the material. Evaluation can be undertaken with a clear understanding of the project's goals. Appendix 4 has examples of evaluation forms-both pre- and post- evaluation. If you have a budget, consider paying an external party to conduct an evaluation including interviews with the participants.

For further information about evaluating primary prevention of violence against women projects see: VicHealth (2015). *Evaluating Victorian projects for the primary prevention of violence against women: a concise guide* *Evaluating Victorian projects for the primary prevention of violence against women: a concise guide*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/a-concise-guide-to-evaluating-primary-prevention-projects>

#### **15. Finish the workshop aspect of the Rural Challenge project with a celebration.**

Make sure you celebrate your successes! You and the participants have put a lot of time into the project, and a celebration recognises the participants and their work. The celebration may be a dinner or lunch with the steering group and women's advisory panel also invited.

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SECTION 3

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★ ESSENTIAL ★  
★ INFORMATION ★  
FOR  
FACILITATORS

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**The facilitators need to model respectful approaches when dealing with each other and the participants. They should be inclusive and responsive to the diversity in the room.**

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## Tips for facilitators

- Continually ask questions to the group. As the facilitator you don't always have to answer questions yourself. The facilitator's job is to ask questions, rather than to give advice. Throw the question back to the group and allow it to continue to drive conversation.
- Use open ended questions. For example, the facilitator can ask:
  - Can anyone think of an example of this?
  - What do other people think?
  - What else do people think about ...?
  - What are all the different things a woman/man could do in this situation?
  - What are all the different things a club/brigade could do in this situation?
  - What consequences might each of these actions bring?
  - What knowledge or help might she/he need?
  - What knowledge or help might the brigade management team/executive need?

These questions will help people to think about the different situations.

- Be flexible – use the toolkit and powerpoints but allow the conversation to flow in new/different directions if it's helpful for the workshop's goals/objectives.
- Dealing with resistance.

Let people know that they don't have to agree with everything and there will be many different opinions and interpretations. If resistance is related to the statistics or research, let the participants know that the statistics and research used in the program are all drawn from peer-reviewed sources, and the project is grounded in evidence and best-practice.

- Dealing with curly questions.

Women's Health West have developed a resource to build the capacity of facilitators and project workers to respond to curly questions about preventing men's violence against women, and to understand the importance of language when doing so. The curly questions listed in the resource are questions that are commonly asked in the context of prevention of violence against women work. The document has information about the language to use when facilitating workshops, and a number of FAQs and answers supported by evidence.

[http://whwest.org.au/wp-content/uploads/2016/01/Speaking-on-PVAW-Resource\\_KH\\_WEB.pdf](http://whwest.org.au/wp-content/uploads/2016/01/Speaking-on-PVAW-Resource_KH_WEB.pdf)

# Running the workshops in a safe and ethical manner – dealing with disclosures

## Setting up a safe space

For discussions on gender, it is important to create a safe environment for participants to express and share experiences, opinions and knowledge of gender. Begin the first session with a group agreement around respect and let the participants know that you want to create a “safe” space for discussions. A “safe” space refers to a discussion in which all participants can share their opinions and views without fear of physical, social or emotional harm from others. Ask the participants what agreements need to be in place to allow this to occur. Four or five group agreements are usually enough and may include:

- confidentiality – nothing leaves the room
- use the third person point of view when telling stories or using examples
- listening to other people
- show respect for other people’s comments and opinions
- talk to the support worker or seek help if you find anything upsetting.

Write the group agreement on a piece of butcher’s paper and place it on the wall at the start of each workshop.

Facilitators should be clear about what is appropriate to share in the group space and what should be saved for disclosure to the support worker in a private setting. A disclosure policy is put in place to ensure the protection of all the participants, facilitators and mentors.

At the beginning of the first workshop, give the participants a list of services they can access for assistance (See Appendix 7), and pamphlets for the local support service or 1800 RESPECT should be at the back of the room at each workshop. All bathrooms (regardless of gender) at the workshop venues should have posters with the numbers of the relevant support service.

In some of the workshops there will be more sensitive information being discussed (Workshops 1 and 2) and for these the Rural Challenge organiser should hire support workers who are trained to handle disclosures. At the beginning of workshops 1 and 2, facilitators should inform participants that the support worker is available for consultations at any point during or after the workshops.

The workshops do not (and should not) call for participants or facilitators to disclose their own experiences with violence. Rather, on the occasions that discussions of violence do occur, facilitators should adopt the technique of protective distancing. Protective distancing means providing generic examples and scenarios for the workshop activities. Facilitators should advise participants to also use generic examples and scenarios when discussing certain topics (including specific examples from their clubs and brigades).



### Protective interrupting strategy

There may be circumstances where the facilitator needs to use the technique of protective interrupting if they think a participant is about to make an inappropriately timed disclosure.

Protective interrupting is a strategy that facilitators/mentors can use to interrupt participants who begin to disclose private information (about themselves or others) in an assertive and respectful way. Protective interrupting protects both the participant telling the story and the other participants from distress at hearing the disclosure. This may also protect clubs and brigades if the participant was about to share information that would adversely affect one of their members, e.g. disclosure of a past assault at a club or brigade.

Facilitators should practice protective interrupting and advise the participant that they may consult with the support worker immediately or after the workshop. You may for example say *'Thank you ... it sounds as though you have something important to talk about. The support worker ... is available to talk to you now or after the session'*.

### Disclosures

Facilitators may not have the opportunity to use protective interrupting strategies and a participant may disclose information about themselves or others to you. A person who discloses experiencing violence needs to feel believed and be supported compassionately and not judged. It is important to reassure them that their feelings are valid, whatever they are.

As a facilitator you may not be an expert in violence against women and do not have counselling skills, however you do have a role to ensure a participant's safety and to refer them to an appropriate service. Facilitators and mentors have an ethical obligation to provide a participant with information or services that can help their situation.

Disclosures must be handled with great care and respect and you should be prepared in advance to offer support **(but not counselling or advice)** and to make a referral to an organisation that can provide assistance.

All the information must be treated with the highest level of confidentiality.

Convey these messages to a person who discloses experiencing violence:

- They are in no way responsible for the abuse or violence against them.
- They can be supported in any choices they make about what to do and they have strengths they bring to the decision-making process.
- The abuser is responsible for the abusive behaviour.

*Provide this information to people who disclose violence:* If you or someone you know is impacted by sexual assault, domestic or family violence, call 1800 RESPECT (1800 737 732). In an emergency, call 000.

*If the disclosure is from a perpetrator:* Please refer them to the Men's Referral Service (MRS) on 1300 766 491 or via [www.ntvmrs.org.au](http://www.ntvmrs.org.au)

The MRS provides anonymous and confidential telephone counselling, information and referrals to men to help them take action to stop using violent and controlling behaviour.

## Deciding facilitator's roles

Before running the workshop the two facilitators (male and female) should decide their roles. Facilitators may take turns scribing or running the activity or discussion. There are some discussions that may be more appropriate for the male facilitator to lead, e.g. The Male Privilege checklist activity). Additionally the female facilitator may lead the women's only Workshop 3 with the male facilitator acting as scribe/support.

However, who runs what session/activity will depend on the facilitators and the group dynamic. It is overly simplistic to assume that participants will work best with people of their own gender and doesn't take into account differences in gender performance, age, class, ethnicity, etc.

## Discussing gender

Facilitators should use the terms masculinities and femininities with participants to highlight the plurality and diversity of these. Make sure that you do not make gender based assumptions or comments.

Please note that individuals may identify as neither male nor female, or both male and female; this can include transgender, intersex, third gender, genderqueer or non-binary.

This toolkit refers only to "male" and "female", and "men, boys, women, and girls" to simplify the writing and the workshop material which is aimed at a beginners level of gender identity understanding. However, facilitators should be sensitive to different gender identities, and aware that this binary terminology may exclude participants and/or unintentionally reinforce the harmful rigid gender norms that they are trying to address.

For more information about how to run a workshop using inclusive language look at the Victorian Government's Inclusive Language Guide.

For advice on discussing gender in ways that are empowering and inclusive for transgender and non-binary participants contact [www.undercurrentvic.com/lgbtiq/](http://www.undercurrentvic.com/lgbtiq/)

## Participatory methodology

Studies show that effective respectful relationships programs employ participatory and interactive methodology<sup>42</sup>. The use of participatory methodology allows the participants to pause, think about and question everyday behaviours, attitudes, beliefs and actions. Participants should be encouraged to discuss their opinions, views and concerns.

Allow the participants to direct the conversation where relevant, and use the question box to ensure participants see their questions and concerns being addressed.

## The question box

Introduce the question box at the beginning of the workshops and tell the participants they can add a question or comment to the box at any time and you will try to answer it the following week. It is also a good idea to stop the session five minutes early and ask all participants to write one question or comment they were left with from the session. Everyone being asked to write one question down may help encourage those who may not have felt comfortable to ask the question they might not have otherwise.

This questions may also provide the facilitator with a sense of what the participants are thinking about or any concepts they are struggling with. Having the questions in this form may be helpful to the facilitator as they are able to take the time to answer.

Start the following session by addressing some or all of the questions. If you cannot find the answer (or if someone asks a direct question and you do not know the answer) just tell them that you do not know, but will try to find out. You do not have to be an expert and have all the answers. If you are not able to find the answer, then let them know that.

Keep a list of the questions and your answers to them and add them to the participant information pack that is handed out at the end.

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## SECTION 4

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# THE RURAL CHALLENGE WORKSHOPS

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This section contains the instructions for running the Rural Challenge workshops.

Workshops 1-3 have Powerpoints that accompany them. There are also short videos from the Rural Challenge pilot project. These videos can either be shown to participants or used for the facilitator's personal understanding.

## Overview of the Rural Challenge workshops

	Activities/Topic	Time
Workshop 1 – Gender equality, barriers to participation and prevention of violence against women		
Section 1. Introducing the project, getting to know each other and making the group agreement	Facilitator introduction	20mins
	Introduction to the project	
	Icebreaker: Speed-dating	
	Activity 1: Setting up a safe space through the group agreement	
	Evaluation	
Section 2. Exploring gender	Discussion: Difference between sex and gender	20mins
	Activity 2: Exploring gender changes over time	
Section 3. Exploring gender inequality and barriers to participation	Evidence of gender inequality in Australia today	20mins
	• Also add some statistics relevant to your area	
	Evidence of gender inequality in AFL today	
	Evidence of gender inequality in CFA today	
	Discussion: What do you see as the barriers to women’s participation in the CFA and football-netball clubs?	
	The literature about barriers to participation	
BREAK (10mins)		
Section 4. Exploring gender stereotypes and unconscious bias	Discussion: The surgeon’s dilemma riddle	20mins
	Video: It’s up to you	
	Activity 3: Pair and Share: Unconscious bias and gender stereotypes discussion	
	Discussion: What can we do about gender stereotypes and unconscious bias?	

<b>Section 5.</b> Preventing violence against women	Gendered drivers of violence against women	15mins
	Actions to prevent violence against women	
	Video: Change the Story	
	<b>Activity 4:</b> Why are we here? Brainstorm reasons for doing the Rural Challenge	5mins
<b>Section 6.</b> Conclusion	Key points	5mins
	Question box	

Workshop 2 – Gender norms and masculinities		
<b>Section 1.</b> Overview of workshop 2 and recap workshop 1	Overview of Workshop 2	10mins
	Recap of Workshop 1	
	Question box answers	
<b>Section 2.</b> Gender norms and their construction	Gender norms and social attitudes	20mins
	<b>Activity 1:</b> Gender norms – it starts with children	
	<b>Discussion:</b> How and what are the messages received children?	
	Changing Gender Norms	
<b>Section 3.</b> Gender norms and masculinities	<b>Activity 2:</b> Gender norms and masculinity	40mins
	Unpacking Masculinities	
	<b>Video:</b> The Mask You Live In	
	<b>Discussion:</b> ‘Toxic Masculinity’	
BREAK (10mins)		
<b>Section 4.</b> Male privilege	Recap of workshop so far	30mins
	Male privilege and gender bias	
	<b>Discussion:</b> What can male privilege look like?	
	<b>Activity 3:</b> The Male Privilege Checklist	
<b>Section 5.</b> Addressing male privilege	Addressing Male Privilege	5mins
<b>Section 6.</b> Conclusion	Key points	5mins
	Questions & Comments	

Workshop 3 – What does gender equality look like in our clubs and brigades? (women only)		
<b>Section 1.</b> Introduction to workshop 3	Objectives for workshop 3	5mins
<b>Section 2.</b> Introducing the action plan template	Introduction to the template and the areas in it	10mins
<b>Section 3.</b> Improving the clubs and brigades for women	<b>Discussion:</b> Focus group questions <b>Activity 1:</b> Queen of the world (or brigade/club)	70mins
BREAK FOR 10MINS AT AN APPROPRIATE TIME		
<b>Section 4.</b> Gender equity vs. gender neutral	Difference between gender equality and gender equity Why the action plans can't be gender neutral	10mins
<b>Section 5.</b> Finish	Key points Challenges for implementing the action plans	10mins

Workshop 3 – What does gender equality look like in our clubs and brigades? (men only)		
<b>Section 1.</b> Introduction to workshop 3	Objectives for workshop 3	5mins
<b>Section 2.</b> Introducing the action plan template	Introduction to the template and the areas in it Discussion of each action plan area Focusing on strengths and learning from each other	70mins
BREAK FOR 10MINS AT AN APPROPRIATE TIME		
<b>Section 3.</b> Gender equality and gender equity	<b>Activity:</b> Developing strategies for attaining everyday gender equity Difference between gender equality and gender equity Why the action plans can't be gender neutral	20mins
<b>Section 4.</b> Finish	Key points Question box: Challenges for implementing the action plans	10mins

Workshop 4 – Action planning workshop 1		
Action planning with mentors	All participants (men and women) work in small groups with their organisations and a mentor to develop the first draft of their gender equality action plan	120mins

Workshop 5 – Action planning workshop 2		
<b>Section 1.</b> Finalising action plans with mentors	Participants work with the mentors to incorporate the feedback and suggestions from the women's advisory panel and finalise their gender equality action plans.	90mins
<b>Section 2.</b> Participant information pack	Review the pack with participants Challenges for implementation	15mins
<b>Section 3.</b> Finish	Congratulate and thank participants Announce celebration for the project Evaluation	10mins

**Guidance for facilitators:**

It is important that someone who can support the participants during and after the session is present in the Rural Challenge workshops. Where possible, it should be the same person for Rural Challenge workshops 1 and 2. There are local support organisations (such as a men's referral service or a domestic violence/sexual assault support service) who will be able to assist.

**WORKSHOP 1****Gender equality, barriers to participation and preventing violence against women****Materials:**

- Powerpoint for workshop 1
- Laptop
- Data projector
- Screen/blank wall
- Butcher's paper and markers
- Bits of scrap paper for the question/comment box
- Question/comment box
- One pen for each participant
- Pre-evaluation form (Appendix 4)
- Key messages of the Rural Challenge handout (Appendix 5)
- Educate Yourself handout (Appendix 6)

**Aims:**

- To understand the impact of gender norms and stereotypes on women and men, and how they play out across all levels of society and contribute to gender inequality
- To explore the way that masculinities and femininities have changed in the past 40 years and the ways that expectations of masculinity and femininity shape our lives
- To learn about the link between gender inequality and violence against women

**Preparation:**

- Decide what roles each facilitator will take in running this workshop. Some activities/discussion in this workshop require a scribe to take notes on the butcher's paper. The facilitator who is not leading the activity/discussion should act as scribe.
- Before the workshop begins put posters with support numbers for people affected by violence on the back of toilet doors (in men's, women's and all genders toilets).
- Add some statistics about gender inequality in your local area to slide 13. Your local women's health organisation will be able to provide some facts and figures.

## Section 1. Introducing the project, getting to know each other and making the group agreement (20mins)

### Objectives of Section 1:

- Introduce the project and an overview of the workshops
- Provide an opportunity for facilitators, participants and the support worker to meet, and establish a group agreement for maintaining a safe space

1. Introduce the facilitators.
2. Introduce the Rural Challenge project (Show Slides 2, 3 and 4).
3. Provide an overview of Workshop 1 (Slide 5).
4. Give the participants the handout with support contact numbers for people affected by violence (Appendix 7).
5. Introduce support worker and be clear about their role.
6. Provide a warning about sensitive information and where to get help.

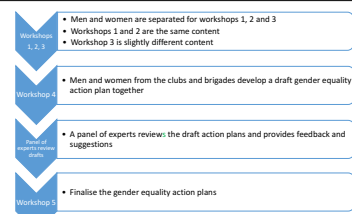
It is very important to let the participants know that some of the topics you will be talking about today – violence against women – can be sensitive and confronting for people. Tell participants that at any point during the session they can leave the room or chose not to participate in an activity or discussion if they're not comfortable. If they need to talk to someone the support worker is available during or after the workshop.

### Introduction to the Rural Challenge

- ★ The Rural Challenge project is a community leadership program that works with leaders and interested members from CFA brigades and football-netball clubs (committee, brigade management team, coaches, captains).
- ★ The aim of the project is to support leaders to develop gender equality action plans to make their organisation more female friendly and equal. Clubs and brigades that promote and foster a culture of equality are more likely to attract members, volunteers and funding.
- ★ The program will provide a series of workshops for men and women to build their knowledge and skills around gender equality and promoting female friendly clubs and brigades. Following this, brigade management teams and club committees will be mentored by experts who work with football-netball clubs and CFA brigades to develop action plans.

### WORKSHOP TOPICS

- **Workshop 1** – Gender equality, barriers to participation and preventing violence against women
- **Workshop 2** – Gender stereotypes and masculinity  
[Insert date]
- **Workshop 3** – What does gender equality look like in your clubs and brigades?  
[Insert date]
- **Workshop 4** – Action planning part 1  
[Insert date]
- **Workshop 5** – Action planning part 2  
[Insert date]



### Workshop 1 overview

- Exploring gender
- Exploring gender inequality and barriers to participation
- Unconscious bias and gender stereotypes (introduction – we'll expand much more on these ideas in workshop 2)
- Preventing violence against women

## ★ Ice breaker ★

**Icebreaker**

Show slide 6.

It is important to start workshop 1 with an icebreaker as there may be people who have not met each other or the facilitators. A good icebreaker should warm up the conversation and help people get to know each other.

**Speed dating icebreaker:**

1. The aim of the icebreaker is for the participants and the facilitators to meet as many people as possible. The support worker should also participate.
2. Ask the participants to form pairs.
3. Participants will have 2 minutes to introduce themselves and ask questions to their partner. You may want to suggest questions to the group such as:
  - Whether they are from the AFL or CFA (or both!)
  - What their favourite thing to cook is
  - What their favourite sport is

*(Note: be careful not to replicate gender assumptions or stereotypes when offering suggestions of questions to ask. Men and women should both be asked questions about cooking or sport.)*
4. After 2 minutes the facilitators should instruct the participants to find a new partner and repeat the process
5. Facilitators should participate in the ice-breaker (even if it means forming a group of 3) as it provides the opportunity for the facilitator to meet the participants.
6. After each person has spoken to 4 new people, stop the activity.
7. Go around the group and ask each participant to introduce themselves and share one fact they learnt about someone else (even if it's just the other person's name).

## Activity 1: Set up a safe space through the group agreement

1. [Show Slide 7.](#)
2. Begin the session with a group agreement around respect and let the participants know that you want to create a 'safe' space for discussions. A 'safe' space refers to a discussion in which all participants can share their opinions and views without fear of physical, social or emotional harm from others.
3. Ask the group: What agreements do you think need to be in place to allow this to be a safe space?

Four or five group agreements are usually enough and may include:

- Confidentiality-nothing leaves the room
- Use third person when telling stories or using examples
- Listening to other people
- Show respect for other people's comments and opinions
- Talk to the support worker or seek help if you find anything upsetting

## Evaluation

1. [Show Slide 8.](#)
2. Hand out the pre-evaluation form (Appendix 4) and ask the participants to fill it in.

★ Activity 1: Setting  
up a safe space ★

It's a good idea to bring the group agreement back to the following workshops and place it on the wall.

★ Evaluation ★

What is the difference between sex and gender?

• **Sex** is a word used to describe the biological characteristics that define the differences between males and females.

• **Gender** is a word used to describe the way in which ideas about how men and women should behave influence their behaviour. This includes things like the way they dress, the things they do and the way they relate to others. Gender roles and expectations are learned, can change over time, and can vary within and among cultures.

### Guidance for facilitators:

Keep in mind that the view of gender as binary ('masculine' and 'feminine') reflects the common binary understanding of sex as male or female. However, this is a limiting representation and in Australia, non-binary understandings of gender have recently gained increased attention. Distinctions are now increasingly made between gender identity (the way people feel or think of themselves in relation to gender) and gender expression (the way people outwardly express themselves, through appearance and clothing), while phrases such as 'gender fluid', 'gender diverse' and 'gender non-conforming' are increasingly used to describe diverse, non-binary understandings and expressions of gender.

## Section 2. Exploring gender (20min)

### Objectives of Section 2:

- To understand gender as socially constructed (not natural) and continuously changing
- To understand there are multiple ways to be a man or a woman and there are many different types of masculinity and femininity
- To understand that although gender is changing and there is more equality between men and women now than in the past, gender is still a constraining factor in our lives

### Discussion: The difference between sex and gender

1. [Show Slide 9.](#)
2. Ask the group: What is the difference between sex and gender?
  - **Sex** is a word used to describe the biological characteristics that define the differences between males and females.
  - **Gender** is a word used to describe the way in which ideas about how men and women should behave influence their behaviour. This includes things like the way they dress, the things they do and the way they relate to others. Gender roles and expectations are learned, can change over time, and can vary within and among cultures.

## Activity 2: Exploring gender changes over time

Gender changes over time. In this activity participants are asked to explore how gender has shifted over the past four decades and how it continues to constrain people's choices and lives.

1. Show Slide 10.
2. Facilitator to write two categories on butcher's paper – 'men and masculinity' and 'women and femininity'.
3. Ask the group:
  - What words are traditionally associated with men and masculinity?
  - What words are traditionally associated with women and femininity?
  - What new words would we add to the lists if we think about men and women today?

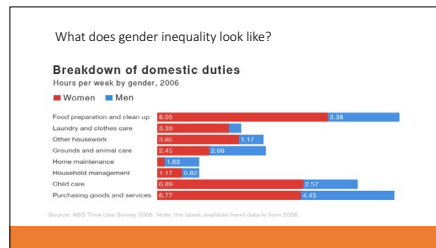
*Often the words from the men's list are added to the women's list – strong, athletic, career-driven, powerful, confident, etc. Some words from the women's list may be added to the men's list but not as many – caring, nurturing, emotional and are up for debate (while men are expected to be more caring and nurturing to their children they are not required to be primary carers).*

4. Emphasise the overlap between traits of men and women (e.g. both can be caring or strong).
5. Ask the group:
  - What attributes cannot appear on the list of the other?
  - As a society, we assume men and women are polar opposites. Is this true? Why/why not?
  - These are all gender stereotypes. Just because we know the biological sex of the person does that mean we know anything else about them?
6. Explain to the group:
  - As we know from our own lives there are multiple ways to be a man or a woman and there are many different types of masculinity and femininity.
  - Women's status and how we think about women has changed vastly in many spheres of life in the last 20 years. Because of this some people assume that men and women are now equal but there is still a lot of work to do to achieve equality.
  - It is also important to note that while media representations of women as equal and empowered are mainstream now, we don't see men adopting traditionally feminine roles and duties. While young girls and women are encouraged to play with "boys' toys" and enter male dominated fields, young boys and men aren't encouraged to play with "pink toys" and enter female dominated fields. We will discuss this further in workshop 2.
  - Furthermore, while the media often portray women as empowered and not constrained by gender, we don't see evidence of this in many areas of Australian society as the following slides on gender inequality in Australia, the CFA and the AFL demonstrate.

### ★ Activity 2: Exploring gender ★

#### Guidance for facilitators:

Gender relations in Australia are complex and shifting. There is a need to discuss both changes and constraints to gender equality in order to reflect participant's lives and understandings. Many participants will have daughters and will tell them "they can do whatever they want" however this workshop and the following workshop discuss the continued barriers to gender equality including unconscious bias.



**★ Gender inequality in your region ★**

• Add stats from your region here. Your local council or women's health organisation will be able to provide you some figures

**Gender inequality in sport**

- Twice as many men as women participate in sport

There is a substantial gap between the number of men and women in leadership positions across all Victorian sporting sectors. For example in Victoria only:

- 29% of executive officers in State Sporting Associations and Regional Sports Assemblies are female
- 33% of board positions available in these Associations and Assemblies are held by women.

Source: Inquiry into Women and Girls in Sport and Active Recreation (2015)  
<http://www.sport.vic.gov.au/newsroom/newsroom/2015/05/2015-05-20-women-in-sport>

**Gender inequality in the CFA**

As of May 2017:

- 36% of non-operational members are women
- 14% of operational members are women
- Only 2% of Female Volunteers are a Captain or Lieutenant

Source: CFA official statistics

## Section 3. Exploring gender inequality and barriers to participation (20mins)

### Objectives of Section 3:

- To provide evidence of continued gender inequality in Australia, the local area, the CFA and the AFL
- To explore the barriers to women's participation

### Gender inequality

- Read through the Slides 11-15 on gender inequality in Australia, the CFA and sporting clubs.

*Before workshop 1 add in some statistics about gender inequality in your local area. Your local women's health organisation will be able to provide some facts and figures.*

## Discussion: Barriers to participation

1. Show Slide 16
2. Ask the group: What do you see as the barriers to women's participation in the CFA and football-netball clubs?

Answers may include:

- A blokey (or hyper masculine) environment
- Gender stereotypes about what roles people can do
- Unconscious bias affecting both men and women
- Female invisibility – lack of role models
- Lack of self-confidence
- The expectation that women are responsible for the care of children

3. Write these up on a piece of butcher's paper and bring them into the rest of the workshops to place on the wall.

## What does the literature say about barriers to participation?

1. Facilitator 1 – read Slides 17 and 18 on 'Barriers to participation' highlighting any factors that weren't raised in the previous discussion.
2. Facilitator 2 – add any of the missing barriers to the butcher's paper.

## Break (10mins)

1. Show Slide 19.

★ What do you see as the barriers to women's participation in the CFA and football-netball clubs? ★

### What does the literature say about barriers to participation in the CFA?

#### Barriers to women joining the CFA

Research shows that a number of factors discourage women from joining the CFA. These include:

- Limited knowledge of the roles available to women in the fire services
- Concerns about the physical demands of the job
- Competing time commitments of family and work
- Gender stereotypes about the job and the dominant view of firefighters as men

#### Barriers to women remaining in the CFA

Research shows that a number of factors are barriers to women remaining in the CFA. These include:

- The rejection of women's ability as firefighters by a small but vocal minority of male firefighters.
- Difficulties with the shape and size of personal protective equipment (PPE) – e.g. pants or uniform too long.
- Equipment being heavy, awkward to use or stowed too high on trucks.
- Dissatisfaction with brigade leadership.

### What does the literature say about barriers to participation in sport?

#### Practical barriers include:

- Lack of time & lack of childcare
- Lack of money
- Lack of transport
- Personal safety
- Funding
- Access to facilities

#### Personal barriers include:

- Body image
- Clothing and equipment
- Lack of self-confidence
- Parental and adult influence

#### Social and cultural barriers include:

- The male-dominated culture of sport
- Attitudes and prejudices about sexuality
- Attitudes and prejudices about disability
- Attitudes and prejudices about ethnicity
- Sexual harassment and abuse
- Female invisibility – media representations and lack of role models in sport

Source: Richards, K. (2017). Women's Sport: Changing Lives. For Sport, Australia Sports Commission.

★ BREAK ★

A father and his son are involved in a horrific car crash and the man died at the scene. But when the child arrived at the hospital and was rushed into the operating theatre, the surgeon pulled away and said: "I can't operate on this boy, he's my son".

How can this be?

### What is unconscious bias?

Bias is a prejudice in favour of, or against, one person or group compared with another in a way that is considered to be unfair. There are two types of bias – conscious and unconscious. Unconscious bias is more prevalent today than conscious bias and often incompatible with one's conscious values.

Unconscious biases are social stereotypes (including gender stereotypes) about certain types of people that individuals form outside of their own conscious awareness. Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.



VIDEO: *It's up to you*



<https://www.youtube.com/watch?v=KLIG521mko>

### Guidance for facilitators:

The Rural Challenge participants may get the answer to the Surgeon's Dilemma immediately as they are considering gender already, however many people do not answer this riddle correctly. See this video for example: <https://www.youtube.com/watch?v=J69HkKz9g4A>

## Section 4. Exploring gender stereotypes and unconscious bias (20mins)

### Objectives of Section 4:

- To understand unconscious bias and its effects
- To consider how everyone can take actions to challenge unconscious bias and gender stereotypes

### Introducing unconscious bias

1. Show Slide 20.
2. Explain to the participants that the group is going to consider a riddle:  
*A father and his son are involved in a horrific car crash and the man died at the scene. But when the child arrived at the hospital and was rushed into the operating theatre, the surgeon pulled away and said: "I can't operate on this boy, he's my son".*  
*How can this be?*
3. Allow the participants to consider the riddle and its answer.
4. Explain to the participants that the surgeon is of course the boy's mother. The riddle – called the Surgeon's Dilemma – is often used to demonstrate the way that unconscious bias works. The point of the riddle however is to uncover our own bias and demonstrate that we all have biases.
5. Show Slide 21.
6. Ask the group: What is unconscious bias? Has anyone heard of this term before?
7. Show Slide 22.
8. Video: Play *It's up to you*

### Activity 3: Exploring gender stereotypes and unconscious bias

1. Show slide 23.
2. Ask the group: What are the impacts of unconscious bias and gender stereotypes for women playing sport or participating in the CFA?
3. Activity 3: Pair and share: Unconscious bias and gender stereotypes  
Ask participants to form into groups of two or three and consider the following questions:
  - Can we think of one time we behaved or acted in a way that didn't align with traditional views of our gender?
  - What helped us do this?
  - What impact do you think that action or behaviour had on others?
  - Can we think of one time we made an assumption based on unconscious bias?
4. Choose a few pairs to share their discussion with the bigger group.
5. Explain to the group that we all have unconscious biases and we are all affected by bias and gender stereotypes (men and women).

#### ★ Discussion ★

- What are the impacts of unconscious bias and gender stereotypes for women playing sport or participating in the CFA?

**ACTIVITY: Pair and share: Gender stereotypes and unconscious bias**  
In groups of two or three:

- Can we think of one time we behaved or acted in a way that didn't align with traditional views of our gender?
- What helped us do this?
- What impact do you think that action or behaviour had on others?
- Can we think of one time we made an assumption based on unconscious bias?

#### Guidance for facilitators:

This pair and share activity asks participants to think of a time they behaved or acted in a way that didn't align with traditional views of their gender. This may be simple examples such as men cooking or women entering the CFA or playing football. In considering what helped them do it, they may think about supports such as a supportive culture, family support, and a personal desire to do the act.

Asking participants to consider the impact their action or behaviour has on others, may demonstrate that participants are role models, and that individual people taking actions to challenge gender stereotypes can encourage new behaviours from others and help to reshape cultures.

**What can we do about gender stereotypes and unconscious bias?**

We all have unconscious biases and we are all affected by bias (men and women). There a number of things you can do in your lives, club or brigade to tackle unconscious gender bias:

- Be aware of it. Pay attention to unconscious gender bias and have conversations around it.
- Acknowledge that it's not a women's issues – it is everyone's issue. Unconscious gender bias affects men as well as women.
- Challenge stereotypes and encourage others in your organisations to challenge stereotypes.
- Improve processes, policies and procedures to tackle any bias including gender bias (we'll talk about this further in workshop 3).

**Discussion: What can we do about gender stereotypes and unconscious bias?**

1. **Show Slide 24.**
2. Ask the group: What can we do about gender stereotypes and unconscious bias?  
*(If you are beginning to run out of time you can run through the list on Slide 24 instead of asking the participants to answer)*
3. Explain to the group that we all have unconscious biases and we are all affected by bias (men and women). There a number of things you can do in your lives, club or brigade to tackle unconscious gender bias:
  - Be aware of it. Pay attention to unconscious gender bias and have conversations around it.
  - Acknowledge that it's not a women's issue – it is everyone's issue. Unconscious gender bias affects men as well as women.
  - Challenge stereotypes and encourage others in your organisations to challenge stereotypes.
  - Improve processes, policies and procedures to tackle any bias including gender bias (we'll talk about this further in workshop 3).
4. Explain to the participants that gender changes because people are active in making gender change and challenging gender stereotypes. It takes work (and doesn't just happen naturally over time!).

## Section 5. Preventing violence against women (15mins)

### Objectives of Section 5:

- To understand the link between gender inequality and violence against women
- To learn about the gendered drivers of violence against women and actions to prevent it
- To ask participants to consider what their goals and motivates are for participating in the Rural Challenge project

1. Show Slide 25.

2. Let the participants know that we are moving on to talk about preventing violence against women as that is one of the goals of the Rural Challenge project.

Organisations such as the CFA and football-netball clubs are not places where violence against women occurs more frequently than anywhere else in the community, but are massively influential in shaping attitudes and behaviours and are places where strong leaders can drive change and make a difference.

3. Summarise some of the gender norms and stereotypes that have been touched upon in the session.

*We've talked about a number of gender stereotypes and norms this session including:*

- Men as leaders
- Men as decision makers
- Men as tough
- Men as rational
- Women as caring and nurturing
- Women as weak
- Women as overly-emotional

4. Ask the group:

- Are any of these norms and stereotypes likely to lead to an acceptance that one group has greater access to resources or rights – between different groups of men, between men and women?
- Could any of these norms and stereotypes lead to violence against women or a normalisation of violence against women?

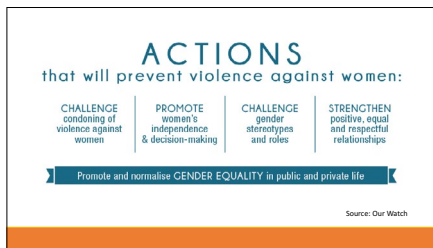
5. Show Slide 26.

★ Preventing violence against women ★

### GENDERED DRIVERS of violence against women:

CONDONING of violence against women	MEN'S CONTROL of decision- making and limits to women's independence	STEREOTYPED constructions of masculinity and femininity	DISRESPECT towards women and male peer relations that emphasise aggression
---	--	--	--

Source: Our Watch



6. Explain that vast amounts of research shows that violence begins with gender inequality. The main four forms of this inequality are:

- Condoning violence against women (including attitudes that trivialise or excuse violence)
- Men's control of decision-making and limits to women's decision-making and independence in public and private life
- Rigid gender roles and stereotyped constructions of masculinity and femininity
- Male peer relations that emphasise aggression and disrespect towards women

So we know that violence against women is caused by gender inequality. The good news is we know how to solve violence against women and stop it before it happens. It will be prevented by promoting and normalising gender equality in public and private life which is the goal of this project.

7. **Show Slide 27.**

Explain the actions that will prevent violence against women include to:

- Challenge the condoning of violence against women
- Promote women's independence and decision-making
- Challenge gender stereotypes and roles
- Strengthen positive, equal and respectful relationships

8. **Show Slide 28.**

9. Explain to the participants that Our Watch is the peak body that has been established to drive nationwide change in the culture, behaviour and power imbalances that lead to violence against women and their children.

10. Play the Change the Story video.

11. Explain to the participants that in the following sessions we're not going to focus on violence against women. Rather, we're going to explore what we can do to prevent it by promoting gender equality and positive relationships. We're going to think about what we can do in our clubs and brigades to take these actions (the four Our Watch actions) and how our gender equity plans will lead to gender equality.

#### Activity 4: Why are we here? Why do we want to do this work?

1. Show Slide 29.
2. Ask the participants to brainstorm what they think are the benefits of women and men being more equal in their community, clubs and brigades.

Answers might include:

- It's fair
- Clubs and brigades should have an inclusive environment
- We want women to feel more included and valued
- Diverse opinions – women bring different skills, insights and experiences
- Men and women able to interact and learn from each other
- Gender equality prevents violence against women

3. Show Slide 30 and read through it.

#### ★ Activity: Why are we here? ★

#### ★ What role can clubs and brigades play in promoting gender equality? ★

In rural communities, sporting clubs and the CFA are powerful influencers in the community. They can play a significant role in helping to shape community values, attitudes and behaviours.

Research shows there is a proven link between preventing violence against women, gender equality and building respectful relationships between men and women. By promoting an inclusive and respectful culture, and having women in meaningful and leadership roles, brigades and clubs can lead the way in addressing gender equality issues.

## ★ KEY POINTS ★

- Sexism, discrimination and bias still exists in the community and can be a barrier to women joining and staying in the CFA and sporting clubs.
- Whilst the numbers of women in the CFA and sporting clubs has increased over the last decade, women are still largely under-represented.
- Women bring different skills, insights and experiences to the CFA and sporting clubs.
- Preventing violence against women starts with equality and respect.
- Challenging rigid gender roles and stereotypes is an important step towards shifting the foundations in which violence against women occurs.
- Sporting clubs and the CFA can be strong leaders in promoting gender equality and respectful relationships to their communities.

## ★ Question box ★

- Please write one question or comment about today's session and place it in the question box as you leave.

See you [insert date] for Workshop 2!

**Section 6. Conclusion (5mins)**

1. **Show Slide 31** and read through the key points.

**Question box**

1. **Show Slide 32.**
2. Ask the participants to write one question or comment about today's session and place it in the question/comment box as they leave.
3. Let the participants know you will try to answer their questions in the following workshops.

It is important that the facilitator request everyone in the group write something down, as people might feel embarrassed to write a question if they are the only one doing it (lack of anonymity also).

**Close**

1. Remind participants of the support worker and services they can contact if they'd like advice or support.
2. Let participants know the date for Workshop 2 (**Show Slide 33**).
3. Hand out the Rural Challenge key messages document (Appendix 5) and the Educate Yourself document (Appendix 6).

## WORKSHOP 2

### Gender norms and masculinities

#### Materials:

- PowerPoint for workshop 2
- Laptop
- Data projector
- Screen/blank wall
- Bits of scrap paper for the question/comment box
- Question/comment box
- One pen for each participant
- Group agreement from workshop 1
- A copy of 'What Men Can Do' handout (Appendix 8)
- A copy of the 'Male Privilege Checklist' for each participant (Appendix 9)

#### Aims:

- To explore how gender norms are constructed and communicated to boys and girls
- To explore the way dominant masculinity is represented by society and the impacts of this on men and women, as well as highlighting the practice of multiple masculinities
- To understand male privilege and gender bias in more detail and address ways to challenge this

#### Preparation:

- Decide what roles each facilitator will take in running this workshop.
- Check video links are working.
- Decide which sections each facilitator will lead.
- Prepare questions/answers/responses from the question/comment box in workshop 1.



**Overview of today's workshop**

- Exploring gender norms and stereotypes
- Exploring masculinity
- Exploring male privilege and gender bias

**★ Recap of Workshop 1 ★****Section 1: Overview of workshop 2 and recap of workshop 2****Objectives for Section 1:**

- Provide a brief overview of workshop 2
- Recap Workshop 1 and address questions or comments from the question/comment box

1. Remind the group of the group agreement (placed on the wall) and the support worker.
2. Provide an overview of Workshop 2 (Slide 2).
3. Show Slide 3. Recap of workshop 1.
4. Go around the room and ask everyone to say one thing that was discussed in workshop 1 or one new thing they learnt in workshop 1.
5. Answer or address any relevant questions or comments from workshop 1's question/comments box.

## Section 2: Gender norms and their construction

### Objectives for Section 2:

- To understand that gender norms appear natural but are socially constructed and are not innate
- To understand that gender norms are communicated to boys and girls from the day they are born in a range of ways
- To understand that the construction of gender norms presents a view of women and men as very different and men as more celebrated and valued
- To understand that gender norms are changing but not as quickly for men as for women

1. Begin by reading out the definition of 'gender norms':  
Gender norms are the standards and expectations to which women and men generally conform. Gender norms are ideas about how women and men should be and act.
2. **Read Slide 4.**
3. Explain that there is often a fatalistic approach to considering gender norms – it's just natural or innate. The appearance of innateness is because the gender norms are internalised from birth so they are pre-conscious in their adoption and practiced daily to give the appearance of innateness.
4. **Read Slide 5.**
5. Explain that gender norms are also often something people aspire to be or attain, people invest time and money (often unconsciously) to be like the idea of what a man or woman should be. To discuss these norms as artificial and limiting can be challenging for people depending on their level of investment in being them.

### Gender norms, stereotypes and social attitudes

- Gender norms often appear natural or innate
- 'Boys will be boys' and 'girls will be girls'
  - 'Men are better at... women are better at...'
  - Shouldn't force change – 'social engineering'
    - Don't try to turn boys into something they're not
    - That's just the way women are
  - Gender norms are valued and celebrated
    - Something to aspire to or attain - unconsciously

### What the research tells us

- Gendered behaviour is learned – we are not born with it.
- We are not predisposed biologically or psychologically to behaving in 'gendered' ways.
- Gender is a way of fitting in to the world.
- **We don't really think about it!**

★ Gender norms – it starts with children ★

- How do children learn gender norms?
- What are the implicit and explicit messages children get?
- Can children reject what they learn?
- Are there risks?

### Activity 1: Gender norms – it starts with children

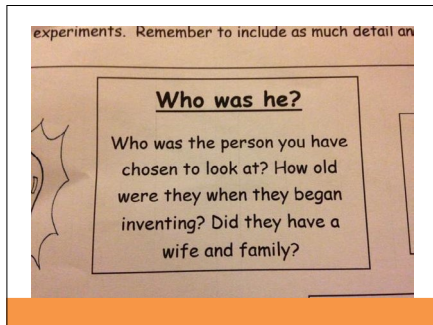
1. Show Slide 6.
2. Ask the group: How do children learn gender norms? and What are the implicit and explicit messages children get?
3. Pair and share: Gender norms and children.  
Ask participants to form into groups of two or three and consider the following questions for two to three minutes maximum:
  - What are the specific ways that children learn about gender norms?
  - What are the messages they receive about how men and women should be and act and the roles they should do?
4. Choose a few pairs to share their discussion with the bigger group.
5. If they haven't already been mentioned, read out other examples from the notes on Slide 6.
6. Reveal the second set of questions on Slide 6 and ask the group:
  - Can children reject what they learn?
  - What are the risks if boys and girls reject their gender norms?
7. Depending on what the group say, you can explain that it can be hard to reject gender norms as they are often unconscious and appear natural. For those who do reject them they may face bullying and being ostracised from social groups.

## Discussion: How and what are the messages received children?

1. Show Slide 7.
2. Ask the group: What do we notice about these images?
3. If not raised by the participants, explain that the products construct an idea of boys having an active/dominant role while the girl's role is passive/submissive and also defined by their male relationships (e.g. Batman's wife).
4. Show Slide 8.
5. Ask the group: What do we notice about these images?
6. If not raised by the participants, explain that the girl's book promotes an emphasis on appearance and beauty (passive/objectified/in the private sphere e.g. bedroom) while the boy's book promotes intelligence (active/out there in the world).
7. Show Slide 9.
8. Ask the group: What do we notice about these images?
9. If not raised by the participants, explain that the advertisement promotes the idea that a girl's role is in the house while boys are not involved in domestic duties. The representation of the boy also appears to echo a professional businessman making important business deals, again reinforcing what are boys/girls roles.
10. Show Slide 10.
11. Ask the group: What do we notice about these images?
12. If not raised by the participants, explain that the images reinforce the different roles and status of boys and girls. Note that the boy's laptop has twice as many functions as the girls (because they are expected to be doing more complex/important work). The boy's laptop costs more money and looks more businesslike and professional (reflecting their higher status) whereas the girl's is pink and more toylike (not for real work).

Tell the participants to keep an eye out for these gendered products and how boys and girls are sent different messages. If they haven't already, they will see it more and more.





13. **Show Slide 11.** Explain this is a school project asking children to research and identify an inventor
14. Ask the group: What do we notice about this image?
15. If not raised by the participants, explain that there is an assumption that inventors are exclusively men. There is also an assumption that the man will have a wife and family which is an assumption of heterosexuality. Also note that this is an excellent example of adults unconsciously perpetuating gender bias.
16. **Read Slide 12.** Changing gender norms.
17. Explain that while young girls and women are encouraged to play with “boy’s toys” and enter male dominated fields, young boys and men aren’t encouraged to play with “pink toys” and enter female dominated fields.

**Changing gender norms**

- Gender norms are constantly changing (as we saw in workshop 1).
- In terms of gender roles, things seem to be changing more quickly for women than they are for men.
- In mainstream media women are represented as strong and capable and are active in the public sphere, in leadership (though not enough) and in traditionally male professions.
- However, men are slow to adopt traditionally ‘feminine’ roles and duties.

## Section 3: Gender Norms and Masculinities

### Objectives for Section 3:

- To understand that dominant masculinity is problematic and has negative outcomes for women and men
- To understand that dominant masculinity can create 'toxic' masculine cultures which contribute to the drivers of gender inequality
- To understand that multiple masculinities exist and that we need to value and celebrate these non-dominant practices of masculinity

### Activity 2: Pair and share: Gender norms and masculinity

1. **Show Slide 13.**

Ask the group to form into groups of two or three and consider the following question for two minutes maximum:

We have seen that at a young age girls and boys receive a lot of messages about how they should be and act, about their roles in the home or in the world, their intelligence and beauty, their interests etc. Specifically thinking about boys, as they grow into men what are other messages they receive about masculinity they may not have been exposed to before?

2. Let the pairs discuss for 5 minutes and then choose a few pairs to share their discussion with the bigger group.
3. **Show Slide 14.**
4. If not raised by the participants, explain that representations of the dominant form of masculinity emphasise that all men are interested in sex and should be having lots of sex (even non-alpha males like in the Axe shampoo advert), that men should be tough, aggressive, in control, should dominate women, and take risks. It is not just advertising but other cultural mediums such as mainstream Hollywood films (e.g. James Bond), computer games, etc.

### Gender norms and masculinities

- As boys grow into men what are other messages boys/men receive about masculinity?



### Guidance for facilitators:

An academic review of advertising in men's magazines shows that more than half of the magazines support the idea of 'hypermasculinity'. Hypermasculinity consists of three factors: callous sexual attitudes toward women; the belief that violence is manly; and the experience of danger as exciting.

Men may react to these images by saying that they are not real men and they find them abhorrent. It is true that images of 'hypermasculinity' are not 'real men' but they create beliefs/ideas about men that are reinforced throughout society regardless of whether individual men believe in them which become unconscious gender norms.

## Unpacking masculinities

### The 'masculine ideal' or 'dominant masculinity'

Many different ways of being a man (multiple masculinities) exist within a society, however the most legitimate and acclaimed version of manhood is referred in gender theory to as 'the masculine ideal'.

- In Australia, the dominant form of masculinity is white and heterosexual, and associated with traits such as confidence, physical strength, intellectual knowledge, leadership, dominance (particularly of women and other men), ability to get things done
- Importantly, the dominance of this masculinity over others is not imposed, but rather becomes accepted by women and men as normal.



## Negative outcomes for men

- Contributes to the **high rate of suicide** for men
- **Marginalises men** who are not (or not attempting) to be the masculine ideal (e.g. 'sensitive men', physically weak men, intellectual men, caring/nurturing men etc.).
- **May limit men's active involvement in parenthood** as they view themselves as incapable or view it as the role of women. This is reinforced by cultural stereotypes of 'hopeless dads' (e.g. Homer Simpson)

## ★ VIDEO: *The Mask You Live In* ★ (trailer)

<https://vimeo.com/83493676>



## GENDERED DRIVERS of violence against women:

CONDONING  
of violence  
against women

MEN'S CONTROL  
of decision-  
making and limits  
to women's  
independence

STEREOTYPED  
constructions of  
masculinity and  
femininity

DISRESPECT  
towards women and  
male peer relations  
that emphasise  
aggression

5. Read Slides 15-18 about multiple masculinities and the negative outcomes from men associated with the 'masculine ideal'.
6. Show Slide 19 and play 'The Mask You Live In' video.
7. Ask the group whether this opens up any questions or reflections for the group?  
If people raise questions or comments ask the rest of the group what they think about the question/comment and how would they respond to it.
8. Read Slides 20-22.

## Discussion: 'Toxic Masculinity'

1. Explain that we are now going to look at a real life example of 'toxic masculinity'.
2. **Show Slide 23** and play the video of Sam Newman (host of the Footy Show). Tell the participants that this culture is not specific or even representative of football culture but is being used as an example of a toxic culture that can found in many organisations.
3. Ask the group: What observations or comments can we make on this video?
4. Ask the group: What is the role of the other men in the video?

Note that the other men may or may not support Sam Newman's actions but the toxic culture contributes to them being inactive bystanders and therefore indirectly supporting this behaviour.

5. Reveal question 3 and ask the group: What can we observe about Rebecca Maddern's reaction? What options did she have in her response?

Note that Rebecca Maddern laughs off the harassment. It may have been her only realistic option. Alternative responses may have been to 'make a fuss' and be deemed 'not a team player', or she could have sought a workplace sexual harassment claim but then face the risk of it having an impact on her career in television.

6. **Read Slide 24.** Ask if anyone has any questions.

## Break (10mins)

**Show Slide 25.** Tell people we will now take a break but you would like everyone to write one question or comment in the question/comment box before starting the break.

### 'Toxic Masculinity'

<http://www.dailymail.co.uk/news/article-3805060/Sam-Newman-s-sexist-comments-AFL-Footy-s-Rebecca-Maddern-unlawful.html#v-1892482879651532539>

What observations or comments can we make on this video?

What is the role of the other men in the video?

What can we observe about Rebecca Maddern's reaction? What options did she have in her response?

### Unpacking Masculinities Key Points

- Women and men should see current representations of masculinity as limiting and artificial.
- There is not one type of masculinity but multiple masculinities.
- Men display a range of traits from hypermasculine (tough, aggressive, violent) to non-traditional masculine (such as caring and nurturing, empathy, cooperation etc.).
- We need to value and celebrate the non-traditional masculine traits to change the story about what the 'masculine ideal' is.
- And we need to challenge 'toxic' masculine cultures.

### ★ BREAK TIME! ★

- Write down a question or comment in the question box at the back of the room

**Recap of this workshop so far**

- Men and boys are constrained by gender stereotypes and gender norms.
- Gender norms are limiting to boys and men and norms around being 'a man' can lead to violence and anger, and power and control over women.
- The status quo is not working for anyone (men or women).
- Important to note that while not all men display a 'toxic' masculinity, men still benefit from society privileging men over women therefore men should support women to enjoy such freedoms too.
- We're going to consider gender bias and male privilege next.

**Definition of privilege**

Privilege is the idea that some groups of people have advantages relative to other groups, even when they don't chose to have these advantages. **Privilege is the other side of oppression. It is often easier to identify oppression and discrimination than it is to identify privilege.**

**What can male privilege look like?**

How are our boys and men sometimes privileged?

**Section 4: Male Privilege****Objectives for Section 4:**

- To understand that men have privileges that women do not
- To understand that male privilege operates at a number of levels and in a range of ways
- To understand that we can address and challenge male privilege though mindfulness and structural change

**Discussion: What can male privilege look like?**

1. **Read Slide 26** as a recap of the workshop so far.
2. **Read Slide 27.**

Add to the definition of privilege on the slide, that society grants privilege to people because of certain aspects of their identity. Aspects of a person's identity can include race, class, gender, sexual orientation, language, geographical location, ability, and religion, to name a few. For example by being born male you may have advantages – more pay for example – that you may not approve of or think you are entitled to, but that you gain anyway because of your status as a man. An example of privilege is male privilege but there is also white privilege, social class privilege, and age privilege.

3. **Show Slide 28.** Ask the group the following questions:
  - What can male privilege look like?
  - How are our boys and men sometimes privileged?
4. Explain that male privilege plays out in many ways and areas, and we are going to look at a few that can also be called unconscious gender bias which we started to look at in workshop 1.

5. Read Slides 29-32. Ask if anyone has any comments.

### Activity 3: The Male Privilege Checklist

1. Show Slide 33.
2. Let the participants know that this is an exercise that isn't designed to humiliate or shame anybody. It is an exercise that seeks to explore how boys and men can be privileged in our society.
3. Give each participant a copy of the Male Privilege Checklist (Appendix 9). Ask the participants to go around the room reading one statement each.
4. Show Slide 34.
5. Ask the group: What was the impact of reading and hearing the statements?
6. Ask the group:  
Which ones:
  - Resonate with you?
  - Challenge you?
  - Do you disagree with?

#### Example - Gender bias and recruitment

2012 Yale University randomized double-blind study

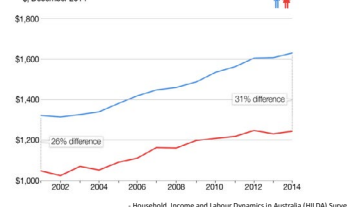
- Science faculty members from research-intensive universities rated the job applications of a student who was randomly assigned either a male or female name for a laboratory manager position

- Results: faculty members
  - rated the male applicant as significantly more competent and employable than the (identical) female applicant
  - selected a higher starting salary and offered more benefits
- Further conversations with faculty members indicated that the female student was less likely to be hired because she was viewed as less competent



#### Gender bias and income disparity

Mean weekly wage and salary earning of full-time employees  
\$, December 2014



#### ★ The male privilege checklist ★



#### ★ Male Privilege ★

- What was the impact of reading and hearing the statements?
- Which ones:
  - resonate with you?
  - challenge you?
  - do you disagree with?

#### Addressing male privilege – what might be getting in the way?

- **Denial** - the outright dismissal of its existence.
- **Diminish** the problem by saying something like: "You're making too big a deal out of it."
- **Defend** - If we find ourselves using the phrase "I'm sure they didn't mean it that way" or "they're not really like that."
- **Derailment** – changing the topic or trying to get attention ourselves. "Oh yes, but you won't believe what happened to me..." This can, inadvertently, change the topic.



#### ★ What can we do about addressing male privilege? ★

#### What can we do about addressing male privilege?

- Awareness and curiosity
- Modelling the attitudes and behaviours we expect, not just believe in them
- Empathy – consider the impacts of your beliefs, messaging and behaviours on others
- Consider what we might be encouraging and discouraging in girls/women and boys/men regarding our beliefs and behaviours



#### Structural/Organisational Change

- As well as a mindfulness about, and changes to, individual practices we can change our organisations to make them more equal and fairer in a way that addresses male privilege/gender bias
- Policies, processes, facilities, representations of men and women, recruitment practices, media and promotion etc.
- The Rural Challenge project will address the opportunities for structural change through the development of gender equality action plans in Workshop 3

## Section 5: Addressing male privilege

### Objectives for Section 5:

- To understand the barriers and benefits to addressing male privilege
- To understand that individual practices and structural change can challenge male privilege

1. Read through [Slides 35-36](#).
2. [Show Slide 37](#). If there is time, ask the group: What can we do about addressing male privilege?
3. [Read Slides 38-40](#).

## Section 6: Conclusion

1. Show Slide 41 and read through the key points.
2. Show Slide 42 and ask if anyone has any questions or comments.

### Close

1. Remind participants of the support worker and services they can contact if they'd like advice or support.
2. Let participants know the date for Workshop 3 (Show Slide 43).
3. Hand out the 'What Men Can Do' document (Appendix 8). Explain this was developed by White Ribbon Australia and is a good starting point to change and challenge.

#### KEY POINTS

- Gender norms are deeply ingrained and entrenched in all societies.
- We need to challenge gender stereotypes, unconscious bias and male privilege.
- We need to encourage lots of different ways to be men and women that aren't limited by gender.
- There are many different ways to be a man and we need to encourage boys and men to take up different roles and responsibilities (caring and nurturing roles for example).
- We need to increase the numbers of women but we also want to think about what sort of masculinities are celebrated in the CFA/AFL and how these can be challenged (increase numbers and improve culture).
- Gender norms are by definition considered 'normal' and are often considered harmless. Because they are considered normal we are often oblivious to.
- gender norms and stereotypes

★ Questions and discussion? ★

See you [insert date] for Workshop 3!

THE  
★ RURAL ★  
CHALLENGE  
PROJECT

Workshop 3: What does gender equality look like in our clubs and brigades?

### Guidance for facilitators:

Some of the women in the Rural Challenge project pilot felt that they had not experienced disadvantage or discrimination based on gender. This may have been partly because these women were related to a man in their brigade or club and felt supported. It is important to keep in mind when running this session that many of the women have relatives in their clubs and brigades and may feel protective of these men. Let the participants know that this session is not about 'dishing the dirt' on the men in their clubs and brigades but about considering how to improve the organisation for all women – not just individual women.

## WORKSHOP 3

### What does gender equality look like in our clubs and brigades? *Women only*

#### Materials:

- Powerpoint for workshop 3 (women only)
- Laptop
- Data projector
- Screen/blank wall
- Group agreement from workshop 1
- Butcher's paper with 'Barriers to women's participation' from workshop 1
- Question/comment box
- Bits of scrap paper for the question/comment box
- One pen for each participant
- A copy of the gender equality action plan template for each participant
- A copy of the sample member survey for each participating group (Appendix 10)

#### Aims:

- This workshop runs as a focus group for the women from the clubs and brigades to share with the facilitators their experiences and needs for change.
- It also provides an opportunity for the women to learn from each other and provide ideas and suggestions for tackling obstacles.
- The examples and experiences shared will allow the facilitator to help the groups tailor their action plans to the needs of the women.

#### Preparation:

Decide what roles each facilitator will take in running this workshop. Some activities/discussion in this workshop require a scribe to take notes on the butcher's paper. The facilitator who is not leading the activity/discussion should act as scribe.

## Section 1: Introduction to workshop 3 (5mins)

### 1. Show Slide 2

Run through the 'Goals of this workshop'. Be clear that this workshop is not about 'dishing the dirt' on the men in their clubs and brigades but thinking about strategies for making the organisations better for everyone.

### 2. CONSENT ISSUES: Let the women know that some of the data may be de-identified and used in examples that will be given to the clubs and brigades in the men's workshop 3. For example in the men's workshop 3 the facilitator may say:

"In their workshop 3, women from your clubs and brigades said good lighting is something that is important to them to feel safe when entering or leaving the facilities. Is your lighting adequate?"

Tell the participants that the examples chosen will be generic and they or their club/brigade won't be identifiable.

### 3. Show Slide 3

This is a key finding from Gender Equity: What it will take to be the best published by Richmond Football Club (2014). This report provides insight into the real and perceived barriers to getting women into leadership positions in Australian sport, specifically from an Australian Football perspective.

We've discussed a number of the barriers throughout these workshops but today we also want to keep this finding in mind:

*Key finding 4: "On the whole, men approached the discussion from the perspective of how to assist women to 'fit in' to the existing environment, rather than how to change that environment."*

This is relevant for the brigades and clubs – we want our action plan to change the structures, policies and cultures to make our organisations more gender equal (not just ask women to fit in to existing structures).

#### Goals of this workshop

- Become familiar with the gender equality action plan you will use in workshops 4 and 5.
- Talk about your experiences and suggestions for what should be in the gender equality action plans.
- Learn from each other – many of you will already have tried some actions. We want you to share what worked or didn't work and why.
- Learn the difference between gender equality and gender equity.

**Key finding 4: "On the whole, men approached the discussion from the perspective of how to assist women to 'fit in' to the existing environment, rather than how to change that environment."**

Excerpt from [Gender Equity: What it will take to be the best](#),  
Richmond Football Club (2014).

★ Introducing the gender equality action plan template! ★

- The goal
- Governance and leadership
- Facilities
- Participation opportunities
- Volunteers
- Promotion and recruitment
- Welfare, equity and inclusion
- Social activities and fundraising



★ DISCUSSION ★

## Section 2: Introducing the gender equality action plan template (5mins)

1. Tell the participants the gender equality action plan template is designed to help the participating groups highlight areas of inequality or conscious or unconscious bias, and identify areas that may need to be strengthened. The gender equality action plan template has a number of different areas to focus on.
2. Run through the [slides 4-13](#) outlining the action plan template and the areas of focus.

## Section 3: Improving the clubs and brigades for women (50mins)

1. Move onto the discussion section. One facilitator should guide the conversation while the other should take notes. The goal of the discussion is to discover what practical actions can be taken to improve the clubs and brigades for women.

Prompt questions for the discussion:

- How inclusive are your clubs and brigades? Do women get treated respectfully (including on the fire ground for brigade members)?
- How safe are clubs and brigades? Are there times when women feel less safe (e.g. after social events or leaving or arriving at night with no building lights)?
- Do women have any special needs? (e.g. those with young children, babies, in on-field roles, on the fire ground?)
- Is there anything that could be done differently to make women feel like they are safer? More included? More respected?
- Is there anything your club or brigade has done in the past or is currently doing that makes the organisation more inclusive and equal?
- What kind of problems might women encounter in clubs and brigades? How could this change?
- Why have women left the clubs and brigade? Is there anything that could have been done differently to help them stay?
- Are there any other gender issues? Is there anything that would make the club more inclusive of different type of men?

### Activity 1: Queen of the world (or brigade/club) (20mins)

1. Show slide 14
2. Hand out the action plan template
3. Pair and share. Thinking about the action plan template, get into groups of two. Each participant identify one thing that could happen to make their club or brigade better for women and girls (no matter how small or large).
4. Ask the participants to return to the larger group and share their ideas. Facilitator two to take notes.

### Section 4: Gender equity vs. Gender neutral

1. Show slide 15
2. It is important that the participants understand that the actions in their action plans can't be gender neutral. Gender neutral policies will not help them achieve their gender equality goals.
3. Explain the difference between equity and equality (slide 15). Slide 16 provides an explanation as to why the actions can't be gender neutral.
4. Slide 17 reminds participants that the actions should address barriers to participation or be actions that will prevent violence against women.

### Section 5: Finish

1. Show slide 18. Read the key points.
2. Show slide 19. Tell the participants that before the next workshop they need to consult with their members on what should be in a gender equality action plan. They can use a range of methods for consultation including a survey. Hand out the sample member survey (Appendix 10) and show Slide 20

#### ★ Activity: Queen of the world ★ (or brigade/club)

#### Gender equality and gender equity

- **Gender equality:** Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. It is not the belief that men and women must be the same – e.g. act, dress and behave the same. It is the belief that they are of equal value and deserve the same rights and opportunities. The interests, needs and priorities of both women and men need to be taken into consideration, recognising the diversity of different groups women and men.
- **Gender equity:** Gender equity refers to fairness and justice in the distribution of rights, responsibilities and resources between women and men and gender diverse people according to their respective needs. Gender equity leads to gender equality.

#### Why can't the actions in our action plan be gender neutral?

- Men and men's needs are seen as the norm in the CFA and sporting clubs but women have different needs. We must distinguish between the differing needs of women and men.
- "Gender neutral" policies often maintain the status quo (and are how we ended up with so few women in our organisations in the first place!).
- Your action plans should have explicit consideration of gender equality issues.
- The actions need to address either the barriers to participation or actions that will prevent violence against women (and lead to gender equality).

#### ACTIONS that will prevent violence against women:

CHALLENGE condoning of violence against women	PROMOTE women's independence & decision-making	CHALLENGE gender stereotypes and roles	STRENGTHEN positive, equal and respectful relationships
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Promote and normalise GENDER EQUALITY in public and private life

Workshop One "What are the barriers to women's participation?" (Refer to it on the wall or place a photo of it here)

#### Key points

- There are a vast number of changes you can make in your organisation to make it gender equal
- It is not women who need to change. The organisations need to change if gender equality is to be achieved. Women should not have to act in a masculine way (become one of the boys) to be accepted in your organisation.
- The action plans need to be guided by your experiences in your clubs and brigades.

- Questions, comments?
- Have we missed anything important?

### ★ Question box ★

- Before we finish, please write down on a piece of paper what you see as one of the challenges for changing the gender situation in your organisation and place it in the question box.
- We'll talk about these challenges in workshops 4 and 5 [DATES]

### Guidance for facilitators:

Gender expectations, social norms, practices and policies affect men and women in different ways depending on their backgrounds, identities, age, social and economic position, and roles. Gender norms, structures and practices vary between and among different groups in the community. Workshops 3 (both the men's only and the women's only workshops) allow participants to explore the ways that gender norms and stereotypes shape the possibilities for people in their organisations, and discuss changes they can make or actions they can take to challenge norms, structures and practices.

3. **Show slide 21.** Ask if there's any questions or anything that wasn't talked about but should be raised.
4. **Show slide 22.** Ask the participants to write down on a piece of paper what they see as one of the challenges for changing the gender situation in their organisation and place it in the question box.

## WORKSHOP 3

### What does gender equality look like in our clubs and brigades?

#### *Men only*



#### **Materials:**

- Powerpoint for workshop 3 (men only)
- Laptop
- Data projector
- Screen/blank wall
- Group agreement from workshop 1
- Butcher's paper with '*Barriers to women's participation*' from workshop 1
- Question/comments box
- Bits of scrap paper for the questions box
- One pen for each participant
- A copy of the action plan template for each participant (Appendix 11)
- A copy of the sample member survey (Appendix 10)

#### **Objectives:**

- To allow participants to become familiar with the gender equality action plan they will use in workshops 4 and 5
- To learn from the women in their clubs and brigades
- To learn from each other – many of the participants will already have tried some actions. The participants should share with each other ideas of what worked or didn't work and why.
- To learn the difference between gender equality and gender equity

#### **Preparation:**

Decide what roles each facilitator will take in running this workshop.

Some activities/discussion in this workshop require a scribe to take notes on the butcher's paper. The facilitator who is not leading the activity/discussion should act as scribe.

**Instructions:**

The Powerpoint will guide you through Workshop 3. There are no notes for running this workshop but you will need to do some preparation work before running the workshop. This includes:

- Running workshop 3 (women's only) and having a good understanding of the issues experienced by the women in their local clubs and brigades.
- Include some relevant examples from the local organisations into the workshop 3 (men's only) Powerpoint.
- Watch the videos in the Powerpoint titled '*Understanding the action plan template*' in the facilitator's pack. The areas in the action plan template are discussed by Lauren Fawcett from Sports Focus and Andrew Wilson-Annan from the CFA. You can show these videos to the participants if you think it will assist the discussion.

**Providing examples:**

Provide as many generic examples of what changes can be made, including some from the local clubs and brigades. When providing examples from the local clubs and brigades ensure the examples are reframed as generic and do not identify the organisations involved. For example:

*"In their workshop 3, women from your clubs and brigades said good lighting is something that is important to them to feel safe when entering or leaving the facilities. Is your lighting adequate?"*

# WORKSHOP 4

## Action planning workshop 1

### Materials:

- Action plan templates printed on A3 paper – one for each group
- Pens

*There is no Powerpoint for workshop 4.*

### Aim:

- Develop a draft gender equality action plan

### Instructions

- Workshop 4 involves the participants sitting in their club/brigade groups and being mentored to develop a draft action plan.
- It is the first workshop that involves the men and the women together and mentors should be aware of this when facilitating discussion.
- At the half way point in workshop 4 go around the room and ask each group to share an action on their plan.
- Appendix 12 is a list of questions to give the mentors. The questions will help them guide their group to develop their gender equality action plan.

*Before you give the list of questions to the mentors, you should shorten the list and tailor it to the group the mentor will be working with. As facilitator, you should have a sense of some of the questions that should be asked to each participating group. For some groups, their key focus might be recruitment and promotion while others may have to work on changing their culture first.*

## WORKSHOP 5

### Action planning workshop 2

**Summary:**

Workshop 5 involves the participants sitting in their club/brigade groups with the same mentor from workshop 4 and finalising their gender equality action plan.

**Materials:**

- Action plan templates printed on A3 paper – one for each group
- Pens
- A copy of the participant information pack for each participant (See the example information pack – Appendix 13)
- A copy of the post-evaluation form for each participant (Appendix 4)

*There is no Powerpoint for workshop 5.*

**Aims:**

- Finalise the gender equality action plans
- Discuss challenges for implementing the action plans
- Review the Rural Challenge participant information pack with the group

**Preparation:**

Send the mentors the feedback from the women's advisory panel prior to workshop 5.

**Instructions:**

1. The majority of this workshop (at least 1.5 hours) should be spent finalising the action plans. The mentors will have been given the feedback prior to workshop 5 and this feedback will guide them in suggesting changes or additions to the club or brigade they are supporting. The groups should work with the same mentor from workshop 4.
2. Instruct your mentors to ask these final questions (if time permits):
  - Sustainability. How will you ensure this work will continue? Do you need to set up a taskforce/working group that is voted in each year?
  - Champions of change. Do you already have people in mind who will be happy to help with this work?
  - Prioritising. What actions will you do first?
3. Hand out the participant information pack and briefly review the contents.

4. Address some of the challenges the participants identified in workshop 3 (via the question box). You should also let them know what challenges are addressed in the participant information pack (e.g. if they are concerned about funding let them know the information pack contains a list of grant opportunities).
5. Finish on a high! Congratulate the participants for all their hard work and reiterate again the important role they have as community leaders. If you have organised a celebration event announce it and invite the participants.
6. Ask the participants to fill in the post-evaluation form and put it into the question/comment box.

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# APPENDIX LIST

		For use by/in
1	Terms of reference for the steering group	Steering group
2	Disclosure protocol and ethical behaviours guide	Facilitators and mentors
3	Example Rural Challenge information booklet	Pre-workshops – during the engagement and recruitment stages
4	Pre- and post-evaluation forms	Workshops 1 and 5
5	Key messages for the Rural Challenge project	Workshop 1
6	Educate Yourself – handout for participant	Workshop 1
7	Support information for participants	Workshop 1
8	What men can do – White Ribbon Australia	Workshop 2
9	Male privilege checklist	Workshop 2
10	Sample member survey	Workshop 3
11	Gender equality action plan template	Workshops 3, 4 and 5
12	List of guiding questions for mentors	Mentors
13	Rural Challenge participant's information pack template	Workshop 5