

Engaging men in the prevention of violence against women

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Contents

1. Involving men and boys in preventing men's violence against women: Rationale & strategies
2. A critical assessment of the 'engaging men' field
3. Principles
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10. More on principles of effective violence prevention
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Notes:

- Only Parts 1-3 of these slides were used in the workshop. The remaining slides are provided as further resources.
- Some sections are summaries of the book *Engaging Men in Violence Prevention*, available free here: <https://xyonline.net/content/new-book-engaging-men-and-boys-violence-prevention>

Who is this man?

- Advocacy
 - Men Against Sexual Assault; XY (once a magazine, now a website, www.xyonline.net); White Ribbon Campaign; etc.
- Community education
- Academic research & teaching
 - Research on engaging men in preventing men's violence against women
 - FREE book, *Engaging Men and Boys in Violence Prevention* (2018): <https://xyonline.net/content/new-book-engaging-men-and-boys-violence-prevention>
 - Other research, e.g. on men and gender equality, pornography, etc.

New book, *Engaging Men and Boys in Violence Prevention*

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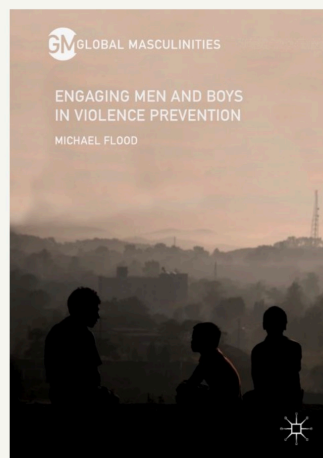
Wed, 07 Nov 2018 - 15:10 | Michael Flood. More articles about: [Activism & Politics](#), [Men's & fathers' rights](#), [Race, Ethnicity, Difference, Resources, Violence, Working with Boys and Men](#).

Across the globe, violence prevention initiatives focused on men and boys are proliferating rapidly. The new book *Engaging Men and Boys in Violence Prevention* highlights effective and innovative strategies for the primary prevention of domestic violence, sexual violence, and other forms of harassment and abuse. It combines research on gender, masculinities, and violence with case studies from a wide variety of countries and settings. Through the cross-disciplinary examination of these varied efforts, this work will enable advocates, educators, and policy-makers to understand, assess, and implement programs and strategies which involve men and boys in initiatives to prevent violence against women.

The book is available in print or e-book form from: <https://www.palgrave.com/us/book/9781137442109>. I have also made the entire book available in PDF below. Also see below for a document giving brief summaries of each chapter.

Citation:

Flood, M. (2018). *Engaging Men and Boys in Violence Prevention*. New York: Palgrave Macmillan.



Part I The Problem and Its Prevention

- 2 The Problem: Men's Violence Against Women
- 3 Prevention
- 4 Why Engage Men and Boys in Prevention?

Part II Strategies and Settings

- 5 Reaching and Engaging Men
- 6 Educating Men Face-to-Face
- 7 Educating Men Through Media
- 8 Mobilising Men
- 9 Changing Men's Organisations

[Flood, Engaging Men and Boys in Violence Prevention - Abstracts.doc](#)
[Flood, Engaging Men and Boys in Violence Prevention 2018.pdf](#)

Part 1: Involving men and boys in preventing men's violence against women: Rationale and key strategies

Engaging men is on the agenda

- There is a growing emphasis on 'engaging men', in violence prevention and in other gender-related fields.
- Rationale: We must address boys and men because:
 - 1) It is largely boys and men who perpetrate this violence.
 - 2) Constructions of masculinity play a crucial role in shaping boys' and men's violence against women and girls.
 - 3) Boys and men have a positive role to play in helping to stop violence against women.

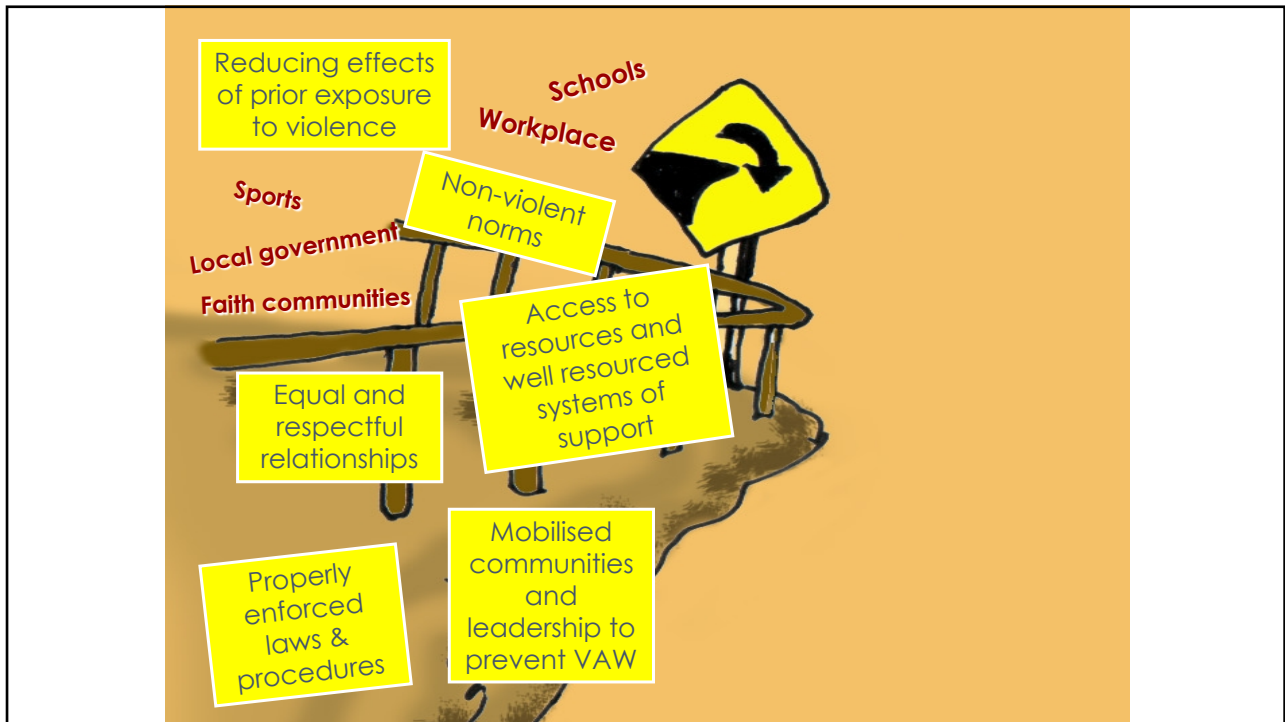
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Upstream – Downstream

There I am standing by the shore of a swiftly flowing river and I hear the cry of a drowning man. So I jump into the river, put my arms around him, pull him to shore and apply artificial respiration. Just when he begins to breathe, there is another cry for help. So I jump into the river, reach him, pull him to shore, apply artificial respiration, and then just as he begins to breathe, another cry for help. So back in the river again, without end, goes the sequence.

You know I am so busy jumping in, pulling them to shore, applying artificial respiration, that I have no time to see who the hell is upstream pushing them all in. (McKinlay 1974)





Prevention is:

- Changing the social conditions that support and promote violence against women and girls
 - To prevent initial perpetration and victimisation.
- Addressing the drivers of various forms of interpersonal violence. Especially gendered drivers
- Aimed at changing structures, norms, and practices
- Different, overlapping streams of prevention: before the problem has begun, *and* after perpetration and victimisation

Engaging men: The spectrum of prevention: from micro to macro

Level of Spectrum
Strengthening Individual Knowledge and Skills
Promoting Community Education
Educating Providers
Engaging, Strengthening, and Mobilising Communities
Changing Organisational Practices
Influencing Policies and Legislation

Level 1: Strengthening Individual Knowledge and Skills

- To increase individuals' capacity to prevent or avoid violence.
- Including;
 - Programs for boys who have witnessed or experienced violence in families.
 - Interventions in parenting and family relations
 - E.g., MenCare campaign



Level 2: Community Education

- Face-to-face educational groups and programs
 - E.g., 'healthy relationships' education or 'respectful relationships' education in schools
- Other strategies take place outside school and university settings.
 - Including peer education and mentoring.

Discussion groups fostering gender equality: On US college campuses



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



Community education *continued*

- Communication and social marketing
 - Public education / awareness-raising campaigns
 - Multi-component community mobilization campaigns

Level 3: Educating providers and other professionals

- Educating professionals
 - E.g., screening programs by health professionals
- Work with men:
 - Sometimes involves working with men in male-dominated institutions.
 - Examples: with coaches, police, military forces, and faith-based leaders

Level 4: Developing and Mobilising Communities

- Mobilise communities through events, networks, and campaigns.
- Build grassroots men's groups and networks
- With women:
 - Economic empowerment
 - Social empowerment interventions with vulnerable groups
 - E.g., among sex workers

Level 5: Changing Organizational Practices

- Changing organisational and institutional cultures and systems
 - Example: whole-of-school violence prevention
- Intervening in male-dominated and homosocial contexts
 - Example: a sporting institution taking systematic action to address sexual assault: the Australian Football League.
 - Example: the Australian military

Level 6: Influencing Policies and Legislation

- Law and policy are crucial tools of prevention. They:
 - have a wide-reaching effect;
 - can shift social norms;
 - help establish particular strategies of prevention; and
 - enable violence prevention work
- Example: *Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia* (2015)



Trends and shifts in the field

- Networking
 - MenEngage, a global alliance of non-governmental agencies and UN agencies (2004-)
- Increasing range of strategies:
 - E.g., increasing implementation of community mobilisation, organisational change, and policy development
- Expansion in domains of intervention
 - E.g., in parenting, and in conflict and post-conflict settings
- Methodological sophistication
- Scaling up: to address the social and structural determinants of gender inequalities
- Evaluation
- Conceptual and political developments
 - E.g., regarding diversities among men, privilege, and gender-transformative approaches

Part 2: A critical assessment of the 'engaging men' field

Men's anti-violence work: Achievements

- Names men's responsibility for the problem of violence against women
- Is well established, through significant national and international groups and networks
- Shows evidence of effectiveness
 - A series of reviews of published studies: WHO 2007; Ricardo *et al.* 2011; Dworkin *et al.* 2013; Flood 2018; etc.
 - Interventions, if well designed, can produce change in attitudes and behaviours
- Has increasing support through both international commitments and state and national government policies
- Is growing in scale and sophistication
- Is based on feminist frameworks and done generally in collaboration with women

Men's anti-violence work: Limitations

- How is men's anti-violence work limited?
- What troubles or concerns you about existing efforts to engage men in preventing violence against women?

Men's anti-violence work: Limitations

- The work in many countries is small and scattered.
- Much of the work isn't done by men.
- The growing focus on engaging men and boys in prevention is politically delicate. It may have:
 - diminished the legitimacy of women-only and women-focused programmes and services; and
 - fuelled the invalidation and marginalisation of the expertise of women and the women's sector.
- Much of the work engaging men and boys in violence prevention is conceptually simplistic and thus ineffective.

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Limitations *cont'd*

- A focus on individual attitudes – Neglect of collective, institutional, and structural factors.
- Boys and men as an homogenous group:
 - Neglect of the intersections of multiple forms of social difference and inequality.
 - Challenges in mobilising disadvantaged men.
 - Neglect of men's sexual and gender diversity.
- There is much which is unknown about effective practice.

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Engaging men: Lessons learned

Rights	Wrong
Engaging men is one key strategy	Engaging men will fix everything
Women-focused initiatives are vital	Men must be in every room
Don't put men on a pedestal	Give that man a medal
Engage men at every level	Just the men at the top
Address diversities among men	Men are all the same
Make personal change	Tokenism and empty rhetoric
Organisational change	A handful of champions

Part 3: Principles

Key principles for engaging men

1. Gender-transformative
2. Accountable
3. Inclusive and informed by context

Principle 1: Gender-transformative

- A gender-transformative framework
 - Aimed at addressing the gendered drivers of violence against women
 - Oriented towards transforming gender roles, relations, and structures
 - Aimed at building gender equality and non-violence
 - A human rights agenda

Principle 1: Gender-transformative

- Gender-transformative content and processes
 - Curricula on gender, gender roles, and gender inequalities
 - See e.g. <http://xyonline.net/content/engaging-men-preventing-mens-violence-against-women-and-or-building-gender-equality>
 - Content on the factors known to drive violence (both physical *and* sexual violence)
 - Men's control and power in relationships and families
 - Stereotyped constructions of masculinity and femininity
 - Male sexual entitlement
 - Etc.
 - Explicit attention to privilege and power
- Processes
 - Involve men in critical reflection on masculinities and gender
 - Foster men's support for gender equality and non-violence (See Flood's book, pp. 324-332)

Men will benefit

- It is often said in the 'engaging men' field that men will benefit from progress in ending violence against women and building gender equality.
- How will men benefit?
- Bonus question: Will some men also lose? What will they lose?

Gender-transformative

- Recognise men as stakeholders and beneficiaries in ending violence against women
- Men and boys will benefit:
 - *Personal* well-being: Freedom from narrow constructions of gender
 - Breaking out of 'toxic masculinity'
 - *Relational* interests: Improvements in the lives of the women and children with whom men share their lives
 - *Collective and community* interests: Benefits to the community in terms of violence, labour, health, etc.
- (At the same time:
 - Men who use VAW will lose the benefits associated with this.
 - Men in general will lose unfair privileges and unearned advantages.)

Gender-transformative

- Show a commitment to enhancing boys' and men's lives
- Recognise the good in what men and boys do and are
- Recognise the social and structural contexts which shape men's and boys' lives and relations, while holding them to account for their behaviour

Principle 2: Accountable

- **Why it matters:**
 - Women and women's organisations often have a better understanding of violence against women than men do
 - Men are socialised away from being accountable, and towards male bonding and alignment with other men.
 - Without women's voices and leadership, even well-intentioned men and men's groups may reinforce sexism and do harm

Working accountably

- **Accountability defined: Working in gender-equitable ways**
 - (See Flood 2018, pp. 92-96)
- **Partnerships with women and women's groups**
 - Rather than a separate, parallel field
- **Protection of 'women's space', women-only, and women-focused programs.**
- **Accountable practice:**
 - Personal
 - Relational
 - Institutional

Working without accountability: What might it look like?

- If a men's group or network and its members are acting without accountability, what might this look like?
 - For the individual men?
 - For the relations between the men and women in the group or network?
 - For the group's relations with women's groups and networks?

Working without accountability: What might it look like?

- Male advocates use violence and abuse themselves.
- Male advocates collude with sexism and violence.

- Men dominate in meetings and networks.
- Men's voices are given priority over women's voices.
- Women do the work and men get the praise.
- Women support and nurture men (emotional labour), and men do not do this for women.

- Men's groups take action which is harmful for women and women's groups.
- Men's groups take funding and resources away from women and women's groups.
- Men's groups use strategies that make gender inequalities and violence against women worse.

Working accountably

- *Personal*: Addressing one's own behaviour.
- *Relational*: Gender-equitable dynamics and processes in interaction.
 - Whose voices are heard? Who decides and who leads? Who does the low-status work? Whose efforts are given attention and praise?
- *Institutional*: Structures of consultation and collaboration with women and women's groups and others concerned with gender and sexual justice.

Principle 3: Be inclusive and informed by context

- Violence prevention work must be 'relevant' or 'culturally appropriate'.
- So...
- What would someone doing violence prevention education in *this context* need to know?
 - About the factors that shape violence perpetration and victimisation
 - About the factors that shape prevention

Inclusive and informed by context

- Men's lives (like women's) are structured by gender *and* by other forms of social division and difference (race and ethnicity, class, sexuality, etc.)
 - There is diversity and hierarchy among men and boys.
- Violence perpetration and victimisation are shaped by these intersecting forms of disadvantage and privilege
- Violence against women is linked to other forms of social injustice
- Therefore, we must work intersectionally
 - Address intersecting forms of privilege and disadvantage among men and boys (See Chapter 11 of Flood 2018)

Engaging diverse men in violence prevention

- Address the social and economic conditions of men and communities.
- Include culturally relevant content.
- Acknowledge racism.
- Address men's experiences of changing gender dynamics in families.

Engaging diverse men *cont'd*

- Address culturally specific supports for violence and gender inequality.
 - How can you respond if someone defends sexism or VAW in terms of 'tradition' or 'culture'?
- Draw on local resources and texts in promoting non-violence and gender equality.
- Engage men through the leadership of women.

Responding to support for VAW

- Religious and theological justifications and excuses for VAW:
 - This is a *misinterpretation* of the text;
 - *Other* theological accounts support gender equality and non-violence.
 - *Other principles and values* in the text contradict, or override, apparent defences of inequality and violence.
 - Texts can be revised:
 - We also put aside other, unacceptable parts of the text.
 - We live in a different social context.
- Justifications and excuses in terms of 'tradition' or 'culture'.
 - Place 'tradition' or 'culture' in their social and historical context. They have varied over time and are shaped by many forces and factors.
 - Tradition' and 'culture' can have positive and negative aspects.
 - Culture and tradition are dynamic and fluid.
 - There is diversity and dissent within particular cultures.
 - Some aspects of 'tradition' or 'culture' have already been abandoned as unethical or harmful.

Key principles for engaging men

1. Gender-transformative

- *The Road To Change – Pacific Consultation*, Principles 5, 3

2. Accountable

- *The Road To Change – Pacific Consultation*, Principles 1, 2

3. Inclusive and informed by context

- *The Road To Change – Pacific Consultation*, Principles 4, 6

The Road to Change (2016)

- 1) Be Accountable to Women and Girls.
- 2) Do No Harm.
- 3) Be Grounded in a Rights-based Approach.
- 4) Be Inclusive.
- 5) Be Gender Transformative.
- 6) Be Informed by Context

Part 4: Effective practice in face-to-face education

Violence prevention education

- Teaching and learning strategies aimed at the primary prevention of domestic and/or sexual violence
 - Also called: respectful relationships education, healthy relationships education, consent education
- One of the most widely used, and evaluated, strategies
 - 100s of evaluations of domestic and sexual violence prevention programs
- An effective strategy. If done well, it can produce positive change in:
 - violence-supportive attitudes and beliefs
 - actual victimisation and perpetration

Effective practice in violence prevention education

1. A whole-of-institution approach
2. A long-term vision and funding
3. Effective curriculum delivery
4. Relevant and tailored practice
5. Evaluation

1. A whole-of-institution approach

- Comprehensive and multipronged intervention strategies which aim to bring about systemic, sustainable change
- An approach which operates across:
 - Curriculum, teaching and learning
 - Policy and practices
 - The institution's culture, ethos and environment
 - Partnerships and services

2. A long-term vision and funding

- Including resourcing, staffing, and senior-level leadership

3. Effective curriculum delivery

Four dimensions of educational practice:

- a) curriculum content
- b) teaching methods
- c) curriculum structure
- d) educators

3. Effective curriculum delivery *cont'd*

a) *Curriculum content*: Programs must address:

- the factors known to drive violence
- both physical *and* sexual violence
- the specific dynamics and determinants of each form of violence.

b) *Teaching and learning methods*: Effective programs:

- Are interactive, participatory, and include small-group learning;
- Address cognitive, affective, and behavioural domains (what people know, what they feel, and what they do);
- Actively develop participants' skills.

3. Effective curriculum delivery *cont'd*

c) *Curriculum structure*: Good practice programs have sufficient duration and intensity to produce change.

- Duration:
 - One-session programs are unlikely to make substantial and lasting changes
 - Lengthier, multi-session programs have greater impacts
- Mixed-sex or single-sex?
 - Both have advantages and disadvantages
 - Can use a sequence of both.

d) *Educators*: Should have content expertise and teaching skills

4. Relevant and tailored practice

- Good practice programs are informed by knowledge of their audiences and local contexts and tailored for particular populations.
- Work with *any* group or population in *any* context should be 'culturally appropriate'
- At the same time, pay attention to forms of difference or diversity associated with ethnicity, class, and sexuality

5. Evaluation and improvement

- A comprehensive process of evaluation

Part 5: Effective practice in communications and social marketing

- *Comprehensive*: Communication and social marketing interventions have greater impact if they:
 - Are more intensive
 - Involve exposure to messaging through more than one component, and/or
 - Are complemented by on-the-ground strategies

Social marketing

- *Engaging and relevant:*
 - Understand the audience
 - Example: “Freedom From Fear”, Australia
 - Generate familiarity, or “social self-identification”
 - Offer a positive message
 - Use influential messengers
 - High-profile or influential men
 - Draw on masculine culture.
 - There is a tension between complicity and challenge

Part 6: Effective practice in community mobilisation

- Mobilise men and communities
 - Work towards broader forms of social and political change
- For example:
 - Use community workshops and events.
 - Work with influential groups. And ‘gatekeepers’.
 - Use cultural work: art and drama

Mobilising men *continued*

- Identify and recruit men who are already supportive.
- Use community workshops and events
 - Work through pre-existing groups of men and community structures
 - Use the preparation process as a tool for mobilising people
 - Use the power of personal testimony
 - Use the media for both recruitment and social marketing
 - Document the event
 - Plan for follow-up among those who participated

Mobilising men *continued*

- Support men in getting organised
 - Technical assistance, resources and sustainability, community meetings
- Work collaboratively
 - Build the network
 - Strengthen civil society coalitions: A 'big tent' approach
 - Collaborate with government
 - Develop innovative civil society-government partnerships
- Build capacity
 - Through training and competencies, programme planning, organisational development, and management support

Part 7: An introduction to gender inequalities and male privilege

(1) 'Gender' means men and boys as much as it means women and girls

- Gender: the meanings given to being male and female, and the social organisation of men's and women's lives.
- Men's and boys' lives are shaped, as much as women's and girls' are, by gender constructions and gender relations.
 - Like women and girls, men and boys are gendered.
- Masculinity: the meanings given to being male and the social organisation of men's and boys' lives.

(2) Gender roles and relations are the product of society

- Patterns of gender (of women's and men's lives):
 - are socially constructed – they are the product of society, not biology.
 - are the outcome of social forces and relations
- Example: Children are socialised into gender roles, through parental treatment, observation, toys, media, etc.
- Gender is embedded in social norms, media, social institutions (schools, sports, churches, workplaces), and law and policy

Act like a man. Be a real man

- What are some of the messages a boy is given when he is told to “be a man”?
- What messages are men given when they are told to “act like a man”?
- What advantages or rewards are there for men in following these rules?
- What happens to a man or boy who does not live up to these rules?
- What methods are used to keep men and boys following these rules?
- Are there any disadvantages to conforming to these qualities?
- Are there advantages in stepping out of the ‘Man Box’?

Gender norms (simplistic)

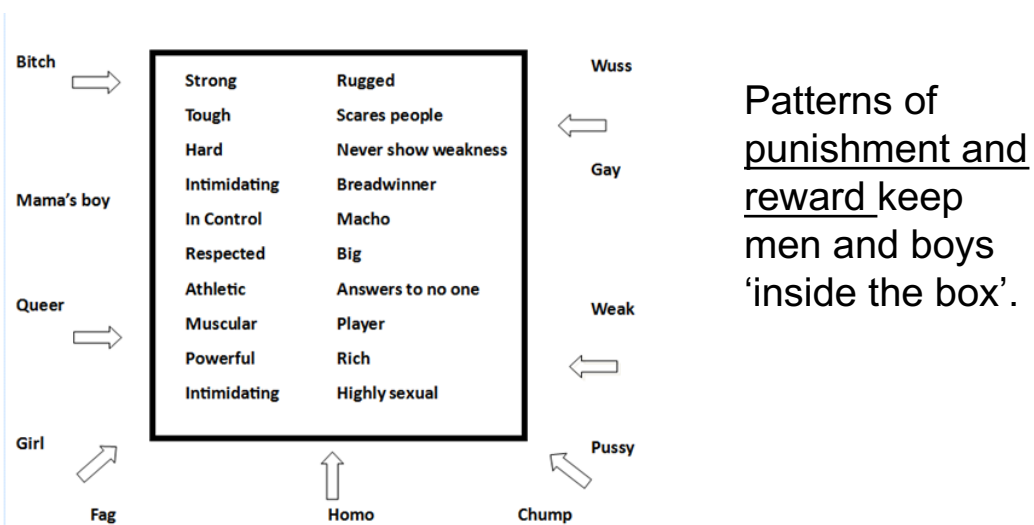
Boys must be:

- Masculine
- Tough
- Active
- Aggressive
- Tough
- Daring
- Dominant

Girls must be:

- Feminine
- Weak
- Passive
- Soft
- Emotional
- Sweet
- Submissive

Traditional masculinity: the 'Man Box'



(3) Conformity to masculinity shapes men's and boys' behaviour

- Gender norms and relations are implicated in a wide range of issues:
 - violence against women, violence between men, sexual and reproductive health, suicide, alcohol and drug use, mental health, occupational deaths and injuries, etc.
- Men who conform more strongly to traditional masculine norms are more likely than other men to:
 - assault and rape women
 - assault other men
 - consider suicide
 - take risks with sexual partners
 - drive dangerously
 - avoid help-seeking
 - refrain from active fathering
- Gender is not the whole story, but it is a key part of the story

(4) There is both privilege and disadvantage

- Gender inequality: a systematic pattern of male privilege and female disadvantage
 - Men often benefit from this, whether we want to or not.
- Men and boys who conform to traditional definitions of masculinity:
 - also pay heavy costs — in the form of shallow relationships, poor health, and early death
- Some men and boys are disadvantaged by other forms of social inequality and injustice (to do with class, ethnicity, sexuality, etc.)

(5) There is diversity and change

- There is diversity among men and boys:
 - Ethnicity. Class. Sexuality
 - Distinct cultures among peers, in sports, in workplaces, etc.
- There is change:
 - Increased support for gender equality
 - Declining homophobia
 - Other shifts, positive *and* negative

Gender inequality and male privilege

- **Many men sustain gender inequality**
- Men are part of the *problem*. And men are part of the *solution*.
- There is systemic gender inequality.
- Gender inequalities are sustained in part by *men* – by men's attitudes, behaviours, identities, and relations.
- Gender inequality involves a systematic pattern of female disadvantage and *male privilege*.

Gender inequalities

- Male privilege is personal: most men have perpetrated sexism in our everyday lives.
- Men benefit from male privilege, whether we want to or not.
 - Men benefit from the unearned advantages of an unequal system.
- But men are also part of the solution...

Gender inequalities and male privilege shape our work as male advocates

- Male advocates' voices may be given more authority than women's, reinforcing male dominance and women's invisibility
- Male advocates may receive unearned praise and status and rapid promotion
- (Male advocates also experience distrust and suspicion.)

Being gender-transformative in practice

- We must challenge men.
 - We must address male privilege, not only female disadvantage.
 - Men must challenge systems and cultures of oppression
 - We shouldn't hand out cookies to men just for acting like decent human beings.
- We must challenge privilege in our own work
 - Listen and learn from women
 - Name and recognise women's work and leadership
 - Pass appreciation to women.
 - Step back from rewarding and recognised positions
- We must involve men in personal and social change.
 - 'Ally' is not a noun, but a verb. An 'ally' is not something you are, but something you *do*.
 - Recognise and challenge how privilege also shapes male advocates' and allies' work.
 - Engage men in striving for change in the systems and structures of gender inequality

Male advocates: Start with yourself

- Put your own house in order
 - Address sexist and dominating behaviour: in the bedroom, the kitchen, in the workplace, and on the street.
 - Challenge other men's sexism.
 - Listen to women and learn from women.
 - Don't fund sexism.
 - Be a gender-just role model
 - Educate yourself
 - Give your time, money, and votes.
- (See the report, *Men Speak Up* (Flood, 2011), at http://xyonline.net/sites/xyonline.net/files/Flood%2C%20Men%20Speak%20Up%202011_0.pdf)

Part 8: Some men's groups are better than others

- There is a spectrum of men's groups and networks, from pro-feminist to anti-feminist:
 - Gender-transformative / feminist
 - Men's liberation
 - Mythopoetic and spiritual
 - Men's rights and Fathers' rights (anti-feminist, pro-patriarchal)
- Most of the 'engaging men' work is done by groups and networks who support women's rights and work with women's rights advocates and groups

Part 9: Personal strategies for strength, support, and inspiration among male advocates

- Learn a language for speaking about violence against women.
 - Speak from the heart
- Find and build communities of support.
- Start with small steps and build to bigger things.
- Hold yourself and others to standards which are higher, but not impossible.
 - Get your own house in order.
 - Walk the walk.

- Remind yourself of what you are *for*.
 - And of how you and other men (and women) benefit from non-violence and gender equality.
- Celebrate your successes.
- Acknowledge your mistakes.
- Act with both leadership and accountability.
- Get comfortable with the F-word. And the G-word.
 - Make your peace. Honour who you are.
- Make use of resources. Do your homework.

- (See:
http://xyonline.net/sites/xyonline.net/files/Flood%2C%20Men%20Speak%20Up%202011_0.pdf)

Part 10: More on principles of effective violence prevention

Further principles for best practice in violence prevention

1. *Informed*: They incorporate both an appropriate theoretical framework and a theory of change;
 - They are based on a sound understanding of both the problem – the workings and causes of violence – and of how it can be changed.
2. *Comprehensive*: They use multiple strategies, in multiple settings, and at multiple levels;
3. *Engaging*: They engage participants
 - They involve effective strategies for face-to-face education, communications and social marketing, community mobilisation, etc.
4. *Relevant*: They are relevant to the communities and contexts in which they are delivered.
5. *Evaluated*: They involve systematic assessment of program effectiveness and impact.

Part 11: Key challenges in engaging men

- 1) Bringing men in
 - Making the case to men that men's violence against women is an issue of personal relevance and concern. That it is men's responsibility to take action
- 2) Making systemic and structural change
- 3) Engaging men at different stages of change
- 4) Responding to, and preventing, resistance and backlash

Barriers to men's involvement in violence prevention

- A vested interest in the status quo
- Violence against women as a 'women's issue'
- Support for sexist and violence-supportive attitudes and norms
- Overestimation of *other* men's comfort with violence and their unwillingness to intervene
- Fears of others' reactions to intervention
- Loyalty to other men
- Negative reactions to violence prevention efforts
- Lack of knowledge of or skills in intervention
- Lack of opportunity or invitation

Exercise: Appealing to men

- You have been asked to give a talk to a group of men. A group of men in a workplace, or in a community organisation.
- How can you appeal to men?
- How can we make the case that violence against women is something that men should be concerned about?
- Each person to write down key appeals to men. And discuss if you wish.
 - 5 minutes

Personalise the issue

- Make it personal:
 - Invite men's awareness of violence or the threat of violence against the women and girls they know and care about.
- And go beyond this:
 - Invite men's care for all women and girls.



Show that men will benefit

- *Personal* well-being: Freedom from narrow constructions of gender
 - Breaking out of 'toxic masculinity'
- *Relational* interests: Improvements in the lives of the women and children with whom men share their lives
- *Collective and community* interests: Benefits to the community in terms of violence, labour, health, etc.

Start where men are

- Start with men *wherever they are*.
- Approach men in a tailored and individualised way
- Use relevant messengers and role models
- Risks:
 - Failing to challenge male privilege
 - Further marginalising particular groups

Build on strengths

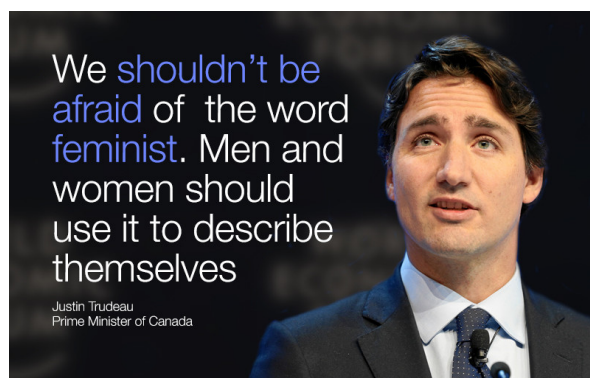
- Begin with the positive. E.g., that most men don't use violence.
 - (Although it's not necessarily that simple...)
- Work to minimise hostility and defensiveness. (These can incite backlash and negative impact.)
- And continue to:
 - Center a feminist critique of men's violence and men's power
 - Address men as potential perpetrators

Start with small steps and build to bigger things

- Offer both a desired end state and small steps and mini-goals.
- Acknowledge 'well-meaning' as a launching pad for men's involvement ('good blokes' and 'nice guys').
- And challenge men to reach further.

Popularise violence prevention & feminism

- Counter negative perceptions of feminism in general and (feminist) violence prevention in particular.
- Work with men to:
 - Reclaim the F-word.
 - Develop a language of support for feminist ideals.



Provide knowledge of and skills in intervention

- Build men's skills in the everyday practices associated with violence prevention
- Three forms of action:
 - Behave non-violently ourselves. (Put your own house in order.)
 - Take action among other men and women. (Be an active bystander.)
 - Take wider collective action. (Join the movement. Become an activist. Change the world.)

Provide opportunities and invitations for involvement

- Find settings through which to recruit men.
- Go to where men are. Reach them particularly through personal networks.
 - Using tailored, individual conversations with men in their existing social, family or professional networks.
- But also reach out past existing networks.

Build communities of support

- Create new kinds of social networks or peer groups for men, different from men's traditional male-male networks.
- Create 'compelling communities' which others will want to join.
 - In both informal friendship groups and formal organisations and networks
 - Both face-to-face and online.
- Also provide safe and supportive spaces for critical reflection.

Part 12: Resources on engaging men

- Engaging men in violence prevention: A massive collection of resources: <https://xyonline.net/content/engaging-men-violence-prevention-walking-tour-some-xys-content>
- Free book, *Engaging Men and Boys in Violence Prevention* (Flood, 2018): <https://xyonline.net/content/new-book-engaging-men-and-boys-violence-prevention>
- Men building gender equality: <https://xyonline.net/content/men-building-gender-equality-guide-xys-content>
- Dr Michael Flood's publications: <http://www.xyonline.net/category/authors/michael-flood>
- Contact: m.flood@qut.edu.au