



A project of the Texas Council on Family Violence

Guide to Engaging Men and Boys in Preventing Violence Against Women & Girls

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Yes, We Can! End Violence Against Women and Foster Healthy Relationships through Prevention Efforts...

Imagine a world where everyone can live safe and secure. Imagine a world without violence.

While this vision may seem a long way off, we must believe it is attainable. Consistent and deliberate prevention efforts will create a world free of violence—for current and future generations.

How do communities make a valuable impact on member's behavior in relation to each other? What influences teach community members about relationships, violence, and power—positively, negatively or with indifference?

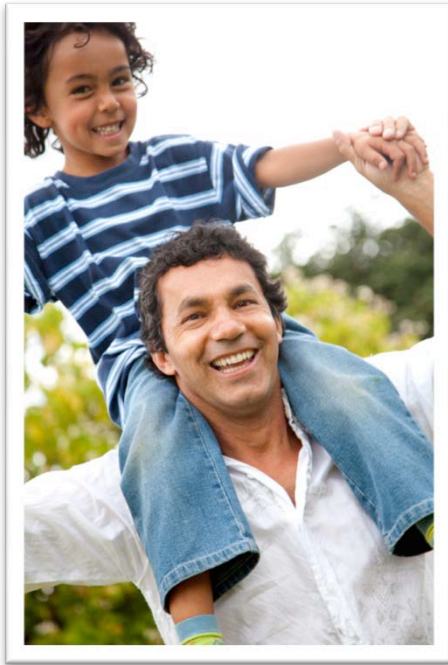
Do people learn from parents, friends, and peers? Or, do they make decisions based on messages they receive in school, clubs, and religious institutions? What about our mass media, military, or country's laws? Do they play a role?

Effective violence prevention efforts begin by recognizing that humans are *profoundly* influenced, in many different ways, by messages received from the world around them and the social conditions and forces which shape relationships and violence. Outside influences play a significant role in desensitizing people to violence and creating a culture where violence is “normal” and an appropriate response to a number of situations.

Prevention efforts recognize this message is present, and consider how it can be transformed to reflect positive ideas about relationships and create an environment where violence is unacceptable. Primary prevention seeks to prevent violence before it starts.

This guide should be viewed as an outline of actions groups and individuals are taking in their communities to engage men and boys in ending violence against women and girls. It does not exhaust the possibilities of work that *can* be done, it simply highlights that work and encourages readers to move beyond this point and imagine what can be.

Why Work with Men and Boys?



Violence prevention requires a change in the social conditions that impact the community which make violence normal and acceptable. Men and boys receive, sort through, and enforce messages about relationships, violence and power every day.

Men and boys also *send* powerful messages about relationships, violence, and power. They experience different forms of oppression: racism, classism, ableism, homophobia, etc., that affect members of society. Men also enjoy certain privileges in institutions established by sexism. Generally speaking, men have greater access to resources and opportunities to influence large social structures and institutions. They, as a result, play an important role to prevent violence against women.

decades men and boys have engaged through Batterer Intervention and Prevention Programs and nonviolence programs. Currently, non-violence work is taking one additional step: communities across the state are working to create long-term, transformative prevention efforts by focusing

on gender socialization and how it contributes to gender-based violence.

Studies have shown a small percentage of men and boys are violent. However, they continuously perpetrate violence against other men and women. Men and Boys engaged in the anti-violence movement play an important role in ending the violence to which they bear witness and experience themselves. As mentors, friends, brothers, fathers, sons, nephews, grandchildren, workers, diplomats and professionals, men and boys have the power to be positive role models and exemplify a masculinity that is non-violent and respectful of others. They have the power to intervene when they witness violence.

After a statewide needs assessment of member programs was conducted, the Texas Council on Family Violence (TCFV) designed this guide to establish a connection between engaging men and boys and the prevention of violence against women and girls. This guide includes exercises, curricula, and suggested practices reflective of a diversity of thought to encourage community based prevention efforts. Support is available through TCFV's Men's Nonviolence Project (<http://www.mensnonviolence.org>) which offers information, curricula and public awareness materials.

TCFV is hopeful this guide will help communities engage men and boys in prevention programs that create lasting change!

Detailed below are guiding resources that can be used in different prevention efforts to engage men and boys.

Why a Male Involvement Project

Steven Botkin, Director

Men's Resources International www.mensresourcesinternational.org

All around the world "male involvement projects" are being developed. In rural villages and in big cities new programs are being implemented for engaging men as partners with women for violence prevention and healthy families.

If male involvement projects are going to become part of our societies we all need to understand and support the reasons for having a men's program in our communities. Because few of us have any of experience with male involvement, and because there are many understandable reasons for suspicion and fear, we need careful, and repeated explanations of why a male involvement project is valuable. Here are some of our answers to this question.

Because men are hurting others. Violence in our relationships, in our families, on our streets, and in our schools continues to be one of the most significant social issues of our time. Much (although not all) of this violence is done by men and teen-age boys. Although there are a growing number of legal and social services for victims of violence, our society has not yet developed an array of effective resources for addressing the perpetrators.

In a male involvement project men join together in learning how to recognize and take responsibility for our patterns of hurtful behavior. We examine how the social and psychological dimensions of masculinity have affected us personally and created the conditions for violence and abuse. We share and support each other's efforts to change these patterns, individually and culturally. We join as allies with women in challenging cultural and institutional systems of domination and control. We offer each other and our society models of recovery, safety, empowerment and hope.

Because men are hurting themselves. Many men are in pain. This pain can be physical, mental or emotional, usually all three. Some men recognize it, many men do not. Often men try not to pay attention to their pain. We have learned to "suck it up", "hold it in", "walk it off". We believe that admitting our pain to others is an admission of weakness, proof of not being a "real man", letting others down. And we know it is frequently an invitation to be shamed and abused. We often end up isolated and afraid in our pain. Addictive and abusive behaviors are one way we attempt to cope with this hidden pain.

In a male involvement project a safe place is created where men are encouraged to respect the full range of our feelings, where we do not have to deny our pain, our fear, our anger or our joy, where men come together to witness and support each other in expressing ourselves clearly and honestly. We break through our fears and learn that our greatest strength is in our vulnerability with ourselves and others.

Because men are divided against each other. From an early age males learn to compete against each other. We are taught to think about ourselves literally as potential soldiers fighting other men to the death in combat. Other men are seen as enemies, dangerous, someone from

whom I have to defend myself and my family, someone competing for limited resources. We have used differences of race, nationality, class, and sexual orientation as battlegrounds for our fear of other men.

In a male involvement project men come together with an agreement of honesty and respect for each other. We learn to put aside our fears and create a culture where we can practice understanding rather than winning, communication rather than fighting, sharing rather than defending. We become a place where men from different backgrounds, lifestyles and communities can learn to feel safe with, listen to and care for each other.

Because masculinity is in transition. Our understanding of what it takes to be a successful man is going through big changes. We are being called upon to develop new ways of relating to our emotions, our partners/wives, our children, and our work. This can easily leave us feeling confused, disoriented and overwhelmed.

In a male involvement project men find others who are facing these changes. Together we resist the pressures to adapt to a rigid, dominating masculinity, and support each other in developing diverse ways of being a man that express our highest values and visions. We are creating a new, more healthy culture of masculinity.

Because men want to help. Many men care about violence, oppression, inequality, liberation and healing. Although we may want to take a stand, speak out, make a difference, we often feel uncertain, scared, isolated, silenced and powerless.

In a male involvement project men join together with other men who want to make a contribution to the lives of the men, women and children in our communities. Together we find ways to take actions that give voice to our caring and our commitment. We learn how to work collaboratively with each other and with women, developing shared power and leadership. A male involvement project offers training and opportunities for men's leadership and community activism.

The best answer to why a male involvement project, of course, may be simply to look at the projects for engaging men and boys that are being developed in Zambia, Rwanda, Nigeria, Liberia, Kenya, South Africa, Tanzania and many other countries in Africa and throughout the world. These initiatives are making a unique and significant difference in the lives of individual men, women and children, and the health of our communities and our society.

For more information visit:

www.mensresourcesinternational.org

www.menengage.org

Adapted from an essay first published in VoiceMale magazine, Fall 1997

Beliefs About Men & Boys

Adapted from Men's Resource Center for Change (www.mrcforchange.org) & Men's Resources International (www.mensresourcesinternational.org)

- Men and boys are naturally loving, caring and sensitive with other young men, with young women and with children.
- Men and boys are trained to be masculine in a way that leads to confusion, repression, isolation and domination.
- All men and boys have been profoundly impacted by violence and abuse. This may be in our families, on the street, through the media, racism, classism, homophobia, etc.
- Men and boys are both privileged and damaged by masculinity and violence.
- Violence and domination against women, children and other men and boys are used by men and boys to control feelings of fear and powerlessness, and to protect cultural and institutional privileges.
- Men and boys can play an important role in ending violence.
- By connecting with other men and boys about our own experiences with violence and with privilege, men and boys become empowered to join with women and girls to challenge violence and oppression.

From Intention to Action: The Spectrum of Prevention

As communities build teams of active members, new ideas will be generated about engaging men and boys in domestic and dating violence prevention efforts.

The question becomes: how will these ideas be put into practice to achieve lasting change?

Change occurs every day. Seatbelt laws and social change campaigns reduced vehicular-related deaths; anti-smoking campaigns lessened the number of underage smokers; the civil rights movement secured voting rights for those disenfranchised by the political process. Throughout history, people have partnered and successfully created norms that promote greater safety and justice.

This was accomplished by presenting a social problem to the general population and showing how to change it. All levels of society were engaged in order to develop and promote a message that would impact individual behaviors and actions thereby creating a social norms change. Individual actions and larger strategies that included the implementation of laws, social marketing campaigns, community buy-in and support, worked over a period of time to create lasting change sought by the communities impacted by these disparities.

One framework for engaging men and boys utilized by those working in the field of Primary Prevention is the Spectrum of Prevention developed by Prevention Institute co-founder Larry Cohen. Widely recognized as an effective prevention strategy, the Spectrum guides prevention work and is an invaluable tool for groups and individuals in the anti-violence movement.

The guide is organized by using the Spectrum of Prevention. Each level of the Spectrum will be discussed individually. The discussion will include a definition of the level, possible challenges and opportunities for engaging men and boys at that level, tools for future research and practical activities.

The Spectrum of Prevention at a Glance



Why use the Spectrum of Prevention?

The Spectrum identifies multiple levels on which prevention work can happen and describes various activities that can be used. This framework can help communities plan prevention initiatives and encourage best thinking to engage men and boys on all levels of the Spectrum simultaneously. The Spectrum is most effective when community leaders are looking within their specific community to guide their work and infuse information with creative knowledge.

The Spectrum of Prevention is a useful tool because it encompasses a range of possibilities since there is no single road map for groups doing prevention work. Although the most effective prevention efforts are inclusive of all levels of the spectrum, organizations, for varying reasons, can only focus their work on certain levels. Collaboration with different groups is essential because it brings people together who are working on the same goal and delivering the same message to the community, but who are working at different levels of the spectrum. *Collaboration and communication between groups and organizations working on different levels of the spectrum can ensure a comprehensive approach to prevention.*

Strategies from different levels of the spectrum can reinforce each other in order to convey a larger message. For example, one level is fostering coalitions and networks that support engaging men and boys in ending violence against women. If the networks include lawyers, judges, and legislators, it is possible to influence policy and legislation.

All levels of the Spectrum can be considered in building a well-rounded prevention program. This will help address a community's needs and maximize the diverse talents and resources found among community members.

Guide

Level One: Strengthening Individual Knowledge & Skills *to Motivate People to Take Action!*

“I have to believe men can and want to change and want to do something about the problem. That’s been a really important place for me to start as a man, to have those beliefs about other boys and men.”

– Emiliano Diaz de Leon, Men’s Resource Center of South Texas, Founder & Executive Director

This level of the Spectrum creates opportunities to affect individuals in profoundly positive ways. Since helping anyone establish a personal connection and understanding of the problem is important, this level ensures active participation. Level One efforts can take place in many different settings including schools, businesses, or community groups.

Why strengthen men’s and boys’ individual knowledge and skills?



To provide an alternative message to men and boys. All men and boys raised in a society that condones violence against women, grow up receiving similar messages that support violence. Work at this level can be an opportunity for groups and individuals to deliver an alternative message to men and boys contrary to the lifetime of messages received. This can be a catalyst for helping men and boys become allies to women and girls. Effective prevention programming at this spectrum level moves beyond telling boys and men what not to do and provides a healthy alternative that fosters healthy relationships.

To get the message out to *other* men and boys. When men and boys become personally invested in ending violence against women and girls, the probability they will spread the message to their peers increases. Working with men and boys on an individual level has the potential of having a larger community impact.

To end violence against women. In a social context, where violence against women is acceptable, men and boys are the primary perpetrators. Changing individual men's and boys' understanding of acceptable behaviors that normalize violence is an essential component in ending violence against women and girls.

To strengthen positive social norms. Rigid gender norms of what is expected of men and women alike create a society where violence against women is normal. Work at this level can question men's and boys' perspectives on gender and sexuality and other forms of oppression to counter root causes of violence.

To identify ways in which men and boys are personally affected by violence. One challenge in working with men and boys is helping them recognize how they are personally affected by violence. Men and boys are targets of violence perpetrated by other men and boys and witness violence in their homes and communities. When speaking to men and boys about ending violence against women, supporting their understanding of how violence affects them will personalize the problem in order to create change.

To support the work happening on other levels of the spectrum. Prevention researchers consistently recommend Level One activities be supported by efforts at other levels of the Spectrum. For example, a young man engaged in an 8-week anti-violence class will receive effective messages but, what happens when he is in the hallway? And, what does he hear in his next class? What about after school, with friends or sports team? What messages will be received in these places? And, what might be absorbed at home, from watching parents, television, or surfing the internet? Whatever those messages may be, it's clear he will receive a lot more *outside* the classroom than from within. So, the challenge is to create *positive prevention* messages, ones he hears and sees regularly. This entails a comprehensive prevention strategy that engages all levels of the spectrum.

For violence prevention advocates, strengthening individual knowledge and skills may involve:

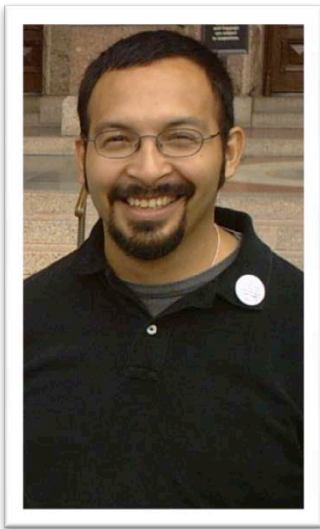
- Providing written information to individual men and boys by using pamphlets, posters, articles, and other relevant materials.
- Holding ongoing nonviolence classes or education groups.
- One-on-one mentorships of individual men and boys.
- Offering presentations that teach men and boys the dynamics of healthy relationships and providing basic skills to put knowledge into practice

Things to consider when working to change individual knowledge and skills

Who are men and boys?

Take a second to think about all of the men and boys you have encountered in your personal and professional life. Think of men and boys individually and consider their attributes and characteristics.

Hopefully, what develops is how different and unique boys and men are, even in relation to each other. As we work with men and boys, it is important we keep in mind the diversity within the group. There is no cookie cutter approach to engaging men and boys in non-violence efforts. Some will respond well to someone speaking from a perspective that assumes all men are hyper-masculine, love sports, women and money and are continuously in competition with other men and boys. Some men and boys will not appreciate this approach and prefer alternative approaches, ones that assume everyone in the room is a feminist who questions patriarchy. Others will be interested in sitting around and playing games, using that as an opening for dialogue. Many ways of approaching men and boys to end violence against women and girls exist. A profound understanding of the audience will determine the approach most appropriate for each setting. This creates an opportunity for anti-violence advocates to collaborate with other groups and individuals. For instance, when working with boys in a school setting, you can work with teachers, counselors, coaches, youth group facilitators and others working with youth in a different capacity. Collaboration will allow you to broaden your understanding of this community and consider how best to engage them.



Emiliano Diaz de Leon, Men's Resource Center of South Texas Founder and Executive Director, describes how he negotiated diversity issues that came up in his group:

"We had a general men's support group and then we had a group specifically for men who identified as gay, bisexual or who were questioning and that was really in response to the large number of gay and bisexual men that we were seeing coming to the general men's support group that had very specific needs that they weren't comfortable talking about in group. And so we created a separate group for those men. The groups were not curriculum based... they were facilitated discussions [in terms of] whatever the men brought with them. That was our approach to violence prevention work."

Considerations for Activities

Although information and statistics are an important part of a comprehensive education program, men and boys respond better to positive skill-building exercises. For instance, in the Man Box activity which can be found in the Activities section on this level of the spectrum —participants describe how society has trained them to be men —this opens an understanding of how they are socialized to behave in relationships and society. The activity allows men and boys to take a critical look at these messages and begin to question whether to continue to follow them. It also provides a departure point for future dialogue on sexism and healthy relationships.

Activities used to train men and boys are best when they include positive messages about masculinity, respect and healthy relationships. Affirmative messages and images serve as reminders of the goal to which men and boys engaged in anti-violence can aspire. Conversations and trainings can simultaneously provide men and boys with tangible actions to take in fostering healthy non-violent relationships in their lives.

Building self-awareness is a good first step, but effective prevention work puts awareness into action!

The curricula listed in the tools section, includes activities and ideas to help groups begin and sustain engagement with men and boys on an individual level. Also included is information on the *What Will It Take* Guide, and the FVPF *Men and Boys Toolkit* which contains free activities and guides.

People have an interest in ending Violence Against Women!



Case Study: Why I Got Involved in Ending Violence Against Women

In addition to having his own individual practice, Nathaniel Smith is a Batterer Intervention and Prevention Program (BIPP) group facilitator. In this case study, he reflects on why he began to work with men who abuse.

“What really started it for me was my wife, honestly.

When we first started dating, my wife had been through tremendous trauma in her prior relationship. She was involved with someone in Pittsburgh and he was extremely abusive. When my wife and I started dating it impacted me so much seeing everything that she went through emotionally early in our relationship, the anger, the distrust, all the things that come with these types of relationships so that’s really what got me motivated to start trying to do something about the root of the cause. I started to research... what kind of resources were out there for men that were involved in these behaviors, and that’s how I stumbled on to BIPP...

I was [also] affected by domestic violence at the age of 13. My mom had gotten remarried and she was involved with someone that was extremely abusive and we would go up there during the summer time and I would get exposed to these moments and the fear and the trauma that comes with it; I don’t even know how to put into words, honestly... [M]en are primarily the source of a lot of these behaviors unfortunately and I want to change that. I want other men to see that you can be a strong and a powerful man in different ways. You don’t have to exert it in these unhealthy manners. There’s other ways to be a powerful and a great man.

This is something that I really love and I’m passionate about. I hope we can push this message to another level and allow people to see that this is such a needed thing. I do participate in this work from my heart and I think that’s critical and I think other men they see that and they’re moved by that... It’s an honor to be able to sit with other men to try to help them to see... they can do something different in their lives; they don’t have to continue these patterns. This movement is extremely important and there’s so much more for us to do...”

Nathaniel’s story illustrates how men and boys are affected by domestic violence. It is critically important for men and boys to understand it is not enough to be a well intentioned man involved in healthy relationships, although this is a great first step! The work of ending violence against women and children moves beyond the individual level to one where well-intentioned men work alongside women to co-create non-violent communities by engaging people and institutions over an extended period of time.

Guiding ideas, talking points and exercises to help make the case to get men and boys involved in non-violence efforts can be found in the resource guide for A Call To Men's *Breaking Out Of the Man Box* DVD, Family Violence Prevention Fund's *Making The Case* guide, the Men Against Sexual Violence Toolkit, and Dr. Michael Flood's "Involving Men" guide.

Getting in the Door to Engage Men & Boys at this Level of the Spectrum

Prevention efforts at this level of the spectrum have historically focused primarily on conducting sessions at schools. One barrier to this has been the limited access prevention advocates have to schools. Listed below are examples of what educators have done to get in the door:

- **Use Texas policy**

"[T]he new Texas policy [House Bill 121, now Texas Education Code 37.0831] requires every school... to know what they're going to do in cases of dating violence...this new policy has allowed prevention staff into schools to provide services. I think that you can approach schools from that direction, from a policy point of view. If we want our presence known in the school, then we'll be there as a support to the school."

—Agnes Aoki, School Based Services Counseling Manager, SafePlace

- **Starting with the students**

"We've tried different ways [to get into the schools]. We've tried going directly to the top via the superintendents but were shut down. The idea was that we might be able to start at the top... through the superintendent and that would trickle down to other staff. In El Paso it was better to approach students ... then teachers and work our way up the administrative ladder."

—César Campa, Interim Chair of Puentes LGBT Resources Board

- **Working with teachers**

"Both years we had a teacher from one of the high schools that helped us recruit guys. He would get guys from his class he felt would benefit from participating in the program. A lot were friends. So they would come and bring another friend... the second year we were full."

—Emiliano Diaz de Leon, Men's Resource Center of South Texas, Founder and Executive Director



Case Study: Working Through Schools to Engage Young Men

Expect Respect
Austin, TX

The Expect Respect curriculum is 24 sessions and facilitated by SafePlace staff, a domestic violence shelter in Austin, TX. The groups are offered in middle and high school. There are groups for boys and girls whom school personnel identified as either experiencing or exhibiting different forms of violence. Although youth are referred to this program, it is not mandatory and students can choose not to participate.

“At the end of that group, at the end of those 24 week sessions I may be able to say well, I was a positive male influence. I may be the only positive male role model this kid’s ever seen because he grew up in this home watching his dad beat his mom. I may be the only male voice that’s said that violence wasn’t acceptable.” – Phil Barton, Expect Respect Group Facilitator

Here are things Expect Respect Boys Group Facilitators found to be effective ways of engaging young men in a group setting:

- **Have youth create group agreements**

“I try to give them a lot of ownership to the group when creating rules...”

– Phil Barton, Expect Respect Group Facilitator

Shift the curriculum to meet other people’s needs, when students come in and they’re upset about something, talk about it with the group

“I think the best curriculum we have ourselves, is to mentor. I came with something but this person has an issue that we’re going to help think about and hopefully they’ll feel better leaving. I find a way to facilitate that discussion and see how it affects other people because everyone has probably dealt with the same issue.” - Dave Braham, Expect Respect Counselor

Case Study: Working Through Schools to Engage Young Men

Expect Respect

Austin, TX

- **Drop the labels**

“Many times youth are labeled as ‘problem kids’ and they come into the group posturing that. We treat them like they’re not, we treat them like they’re a kid at school and it kind of gives them an opportunity to be who they really are.”

– Phil Barton, Expect Respect Group Facilitator

- **Show youth you respect them and that you care about them**

- **Be creative! What does the group enjoy doing? Do they enjoy role plays, games, videos? What will be the most effective with the group?**

“It’s a privilege to be in the group, to keep it fun and exciting, to try to do something that makes them look forward to group the next week...”

– Phil Barton, Expect Respect Group Facilitator

- **Take every opportunity to meet with parents**

- **Create a learning environment where the facilitator and the students are both “teachers”**

“It... lets me know about things that I don’t know are going on...[and]... it puts them in a position that they’ve never been in and there’s a lot of honesty when you do that.”

– Phil Barton, Expect Respect Group Facilitator

- **Create a safe environment and be a positive mentor**

“...[I]t’s more about the power of human experience and bonding and when you can get connected to a youth and get engaged into their lives and they trust you then so much is possible to change...and that’s the magical piece.”

– Dave Braham

Working with diverse populations...



The work to engage men and boys in ending violence against women is currently operating in diverse settings where a single class or event will be comprised of people from diverse backgrounds race, class, gender, sexuality and ability. Groups are diverse even when working within a seemingly homogenous population. Such settings offer opportunities for facilitators to dialogue and confront

issues that cause disparities which contribute to the perpetuation of violence in our communities. Creating appreciation of different communities is a vital component to violence prevention work as violence against women is linked to violence against other marginalized communities.

“A few of my groups are only African American or Hispanic and I’m the only White person there and I’m the facilitator. It’s important to be able to put that out in the open... [m]aking sure that everyone’s o.k. with the diversity within the group because [while]...we’re trying to educate them on gender awareness... the issues of race are huge in our schools.” —Dave Braham, Expect Respect Counselor

Ways to honor diverse populations

- Develop and distribute materials (videos, pamphlets, posters, flyers, etc.) representative of a diversity of backgrounds.
- Know your audience and history of the community in which you are providing groups. Coming into unfamiliar communities and expecting them to teach us about themselves can be perceived as disrespectful.
- In a group setting, provide concrete examples reflective of the community. People from marginalized communities are inundated with negative representations of themselves. Within an anti-violence context, consider the attributes the communities have that support the prevention of violence.

- Work to be an ally everyday. Strive to serve as an ally to communities to which we do not belong. Communities will then determine whether or not they consider us their allies. Serving diverse populations as an ally can be a life-long educational process as we grow and learn from those communities.
- Be aware about personal privilege and how it plays out in a specific setting. Coming into a group setting as an educator gives power and privilege. Being aware of the differences between yourself and the group is a good first step in sharing power.
- When stuck, ask for help from the group. Prevention workers interested in discussing an issue from the community's perspective will benefit from eliciting the support of a community member to facilitate activities. This allows us to become students and others not traditionally seen as educators to be in the front of the room. This can be a very positive experience, especially for young people.

What about race and culture?

Groups that target boys and men of color have used culture and tradition as a vehicle by which to help boys and men redefine traditional concepts of masculinity. Groups may use history and traditional ways to teach men and boys about the ways in which men and women coexisted before colonization and slavery. The benefits of such trainings are many.

- Culturally specific groups teach boys and men that violence against women is simply not part of who they are as a people; it is not inherent or traditional.
- This message is a powerful one to transmit considering the negative representations of people of color throughout history as less than human and violent. These messages have been reinforced through many different means in both formal institutional settings to informal settings. Stereotypes, prejudices and different forms of oppression, including segregation practices, lack of access to education, healthcare, housing, internalized oppression, etc. are a result of these beliefs engrained into our community as a whole. Reframing those perceptions from the perspective of honoring community's histories and tradition can result in changes in behaviors and attitudes.
- Culturally specific groups can more specifically address how oppression has affected marginalized communities. People who experience multiple forms of oppression have the opportunity to see ways in which oppression works as a web to marginalize specific communities, for the benefit of the few. Men and boys of color have experienced generations of violence committed against them; they have been

victims of violent and demeaning stereotypes placed upon them and also suffer from the systematic conditioning of violence. Working through culturally relative examples to talk about oppression can help men and boys personalize the topic as they begin to see themselves reflected in women's experiences of violence. This may have the effect of validating their experiences and in this way create an opportunity for them to be allies to women through their realization that ending violence against women is a struggle to end all forms of violence and oppression, including that which they personally experience.

- Culturally specific groups teach boys and men to be proud of who they are - it builds self-esteem and creates buy-in into the group. Boys and men who are members of marginalized communities may experience a sense of shame as a result of the oppression they encounter in the world around them. Creating spaces where people can be proud of their identity and use that as a point of departure to discuss healthy relationships can be a powerful experience for group participants and trainers alike.
- Redefining masculinity. The group process in this setting may lead to redefining masculinity in ways that are more respectful of people's culture and inclusive of what group members deem to be "masculine" qualities. The impact of such work can be transformative.

Redefining masculinity is something not unique to men and boys of color. This practice is extended to the diverse communities of which men and boys are a part. Indeed many groups for men and boys have sought to redefine masculinity in healthy ways as part of their curriculum.



Case Study: Becoming Men of Honor

Contributed by: Frank Castro, Fatherhood Program Manager
American Indians in Texas at the Spanish Colonial Missions

When it comes to working with young males, men and fathers, the one item that sets us apart is the same item that makes us similar in our effort to becoming men of honor. It is our *“identidad”* or identity as a people of color that is also the same guide used to help in the healing process.

In our work we have made it a necessary process to identify the core of our beliefs and traditions as a way to recognize our own true identity and the identity of masculinity and violence. It is important to every male to receive *“conocimiento”* or acknowledgement for his process in crossing over the bridge from male to manhood. This acknowledgement is the building block to the identity being formed, this also aides to better understanding of what it means to become a man of honor or Joven Noble. Without acknowledgement and understanding of what makes up the identity of men, we lose out on so much of the characteristics that help us define our role.

Often without these processes, men struggle with internalized oppressive issues that would otherwise [have] been recognized and worked through their rite of passage and helped allow for a process of healing that would become their own growth way. Cultural influence helps to teach and train our internalized oppression to work with our external resources to helping create a balance.

Recruiting Boys and Men as Volunteers and Positive Role Models

Long-term change takes time and depends on the strength of relationships built with men and boys. Having a solid base of volunteers and positive role models can have a positive impact.

The following are examples of recruitment strategies groups may consider in identifying positive volunteers and role models for boys and men.

- A. **Poster Campaigns:** Posters designed by men and boys can promote the issues groups are trying to address. Placing posters in strategic locations (i.e., schools, restrooms, restaurants, sports fields, Boys and Girls Club, etc.) as well as creating PSAs (public service announcements) with similar content can increase the level of interest and involvement of men and boys as they are involved in the production process.
- B. **Incentives:** Offer incentives to encourage men and boys to attend meetings/events. Incentives can involve awards ceremonies, providing food, positive reinforcement and the acknowledgment that participants are working for the greater good. Groups can figure out their funding options and solicit donations.

The Men's Resource Center of South Texas paid young men to participate in their summer program. This proved to be very effective given the scarcity of employment for youth during the summer in that area. The Expect Respect boys groups in Austin uses food, games and community outings as incentives to keep youth interested and engaged in the groups.

- A. **Social Change Organizations:** Building relationships with other organizations engaged in social change can help groups connect with men and boys who have made a commitment to improving their communities and who are willing to help with fundraising and leading discussion groups.
- B. **School Personnel:** School personnel interested in supporting young men and boys with whom they work can collaborate with community leaders and recruit other volunteers.
- C. **Group Members' Peer Group:** Male youth and adult men invested in making a change can recruit members of their peer groups to participate in anti-violence programs and activities.
- D. **Community Leaders:** Individual meetings with men are opportune times to share a vision of a world free of violence. Men often are part of other networks and can introduce the topic to groups to which they belong and invite prevention advocates to speak at their meetings. Identifying community allies that work with men can be a great place to grow a volunteer base.

Who is best positioned to convey a prevention message to men and boys?

While some have suggested the work of engaging men and boys in the anti-violence movement is best carried out by other men and boys, it is important to recognize men and boys comprise a very diverse population and respond to a diversity of voices. Identifying individuals with whom they felt comfortable will solidify the message.

Reflecting on his work with young men in Harlingen, Texas, Emiliano Diaz de Leon states:

“I think it was important to have a guy from that community, from Harlingen [co-facilitate the group]. The co-facilitator, Juan Gonzales, was a younger man in his early 20s and so that made a real difference and also having somebody from Harlingen made a real difference because I think that he could really speak the language of these guys that were coming to group. He understood their experiences better than I did.”

Other organizations that have successfully recruited and involved men and boys as volunteers are worthy of study. Some are listed below in the resource section. The *What Will It Take* guide found in the “Tools for Strengthening Individual Knowledge

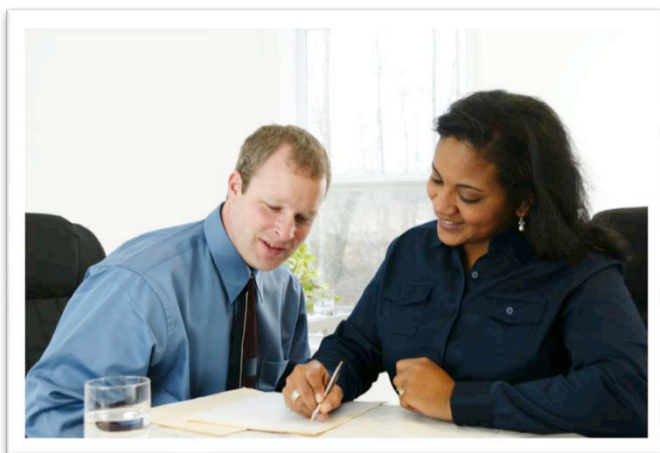
Women as Leaders in Engaging Men and Boys

When we consider who is best positioned to convey a prevention message to men and boys, the question of women's roles as leaders and individuals who transmit prevention messages to men and boys often comes up. There have been numerous stories of women who have successfully facilitated BIPP (Batterer Intervention and Prevention Programs) and other men's and boy's groups. Women have the knowledge and experience necessary to convey their message, regardless of the potential barriers between themselves and their audience.

Recently, I attended a conference and a woman in the audience who had been facilitating a boys group in a detention facility stated that what she had learned about her experience in working with boys was that boys were really looking to be respected. She stated that by respecting the boys and addressing them as "Sir" and caring for them as she would her own children; she noticed that there was a big difference in the way that they would treat her. In fact, she stated that there was one situation where a new boy entered the group and threatened to hurt her. The other boys in the group, instead of reacting aggressively simply stated, "You aren't going to hurt her." This simple action demonstrated to her that she was actually getting through to the boys because instead of reverting back to their previous socialization, they responded in a non-violent way.

—Hilda Gutiérrez, Texas Council on Family Violence, Prevention Specialist

Things to consider when women are leading men's and boy's groups



- Discuss the group dynamic in honest ways. What are the implications of having a woman in the front of the room?
- How does accountability look in this setting? Does the facilitator take on that role or is it the responsibility of the group?
- What support networks does the

facilitator have in place to discuss the sexism she may experience in those groups? How will she deal with emotional triggers?

- If a group is being co-facilitated by a man and woman, what are the expectations of this collaboration? What needs to be in place so that these expectations can be a possibility? What does accountability look like in environments where co-facilitation exists?

How can a group ensure the presenters selected are the best people to transmit information to men and boys?

At times, organizations are excited to bring boys and men into the movement and quickly delegate important tasks to them. It is important well-intentioned men and boys receive the proper training before assuming a position of high responsibility and visibility. Men and boys doing anti-violence work are in a unique position because the privilege they hold in our society renders gender oppression invisible to them. Boys and men engaged in this work will benefit by participating in on-going trainings that help them recognize their privilege, how they consciously or unconsciously perpetrate violence and support them in identifying the most effective ways to ally with their female counterparts.

“I think... we as men that are doing this work need to mentor men who are coming into the work. I don’t think that there’s enough of that happening. I think that anytime a man comes into the work he should be hooked up with a man that has been doing the work for a while within his own organization.”

—Emiliano Diaz de Leon Men’s Resource Center of South Texas Founder and Executive Director

Getting to know new staff and volunteers

- **Institute a timeframe for involvement with the organization before they can start presenting.**

This transitional period provides the group or organization time to get to know the person and decide if they are fitted for the job. It also provides new staff or volunteers time to work through important issues and preconceptions of which they might not be aware. During this period, it is important to give new staff and volunteers tasks to retain their interest.

Tasks may include passing out flyers, meeting allied organizations, distributing information at booths, registering people for listservs, attending coalition meetings legislative sessions, etc.

- Create a peer mentoring process. Men can serve as facilitators after observing their co-workers facilitating a group. After several sessions the new volunteer or staff person can be given the opportunity to facilitate a group in the presence of peers. This process will allow the agency to determine if the new volunteer or staff can adequately represent the agency's needs and goals.
- Evaluate the facilitator at different intervals. Facilitator training evaluations can be submitted by participants of the training and other organizational staff who conduct a standardized evaluation to determine the facilitator's ability and understanding of the subject matter.
- **Institute Hiring Practices**

Hiring practices may include:

- Incorporating criminal background checks
- Interviews with personal and professional references
- Mandatory BIPP (Batterer Intervention and Prevention Program) training
- Mandatory volunteer training
- Reading requirements about the anti-violence movement and men's and boy's roles
- Evaluating pay to ensure men are not paid more than women with equivalent experience and responsibility

Groups working to engage men and boys in ending violence against women might consider how to respond if representatives from their groups exhibit any form of violence in or outside of the group/work setting. What are immediate and long-term responses? Will this entail a verbal warning, mandatory training, counseling, or a period of self-reflection that may result in a demotion?

Accepting Women as Leaders in the Domestic Violence Field

The domestic violence field is largely comprised and led by women. An issue that has come up for certain men working as prevention educators has been accepting women's leadership as managers, supervisors and executive directors.

"... [M]en have to learn [how to accept women's leadership]. It's so contrary to what we've been trained and told and conditioned to believe about women. We still don't know how to be allies with women and so I think a lot of men are still trying to figure out what that means. I think it poses some real challenges for guys and it's a good kind of challenge."

– Emiliano Diaz de Leon, Men's Resource Center of South Texas, Founder and Executive Director

Level One: Activities

Think of creative ways to integrate these activities into groups! They can be easily modified and changed to meet specific needs!

Guiding Men Along the Stages of Change

MRI's Principles for Engaging Men in Ending Violence

Men's Resources International www.mensresourcesinternational.org

AFFIRMATION

1. Emphasize the important role men can play in ending violence against women.
2. Affirm men's inherent compassion and desire for connection with women, children and other men.

AWARENESS

3. Broaden our understanding of violence to include domination, abuse and neglect.
4. Expose the costs and benefits of conformity to masculine domination and violence.
5. Help men understand the connections between their own experiences with violence and ending violence against women.

SKILLS

6. Help men practice listening to women and other men with compassion.
7. Teach men to talk vulnerably about their own experiences with violence.
8. Teach men to be proud and powerful allies with women.
9. Provide opportunities for women to witness and support men as they learn to challenge violence and domination.

ACTION

10. Provide specific actions for men to take toward ending violence against women.
11. Promote the development of men's networks and men's centers to support men to challenge masculine domination and violence.
12. Organize collective actions of men and women to challenge violence

Act-Like-A-Man Box

Adapted from: Creighton, A. & Kivel, P. (1990). *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators and Parents*. Alameda, CA: Hunter House.

Facilitator notes: This activity was designed by Paul Kivel and Allan Creighton for groups that are co-facilitated, although it can be led by only one person. This exercise can be easily adapted to fit facilitator needs.

Write "Be a Man" on a piece of paper or board that is visible to the entire group. Ask group members what it means to be a man. "What are some characteristics of men? When people tell you to be a man, how do they want you to be, what are they asking you to do?"

From Helping Teens Stop Violence:

Write a list on the board of the characteristics the students name. Be sure to include 'tough' and its equivalents, and "don't cry." Draw a box around the entire list and label it "Act-Like-A-Man".

(A note on "macho": Invariably someone will mention "macho" as a male characteristic. Always suggest an English term instead, and take a minute to explain that "macho" is a Spanish/Mexican term, having to do with honor, taking care of one's family, etc., that has been misused negatively in English as "tough, insensitive," and then reapplied to Mexican men as a stereotype. To avoid this form of racism, it is best not use the term at all.)

Presenter: We call this our "Act-Like-A-Man" box. We believe that all boys learn about this box as they grow up. Who are some of the people in society that teach us to be this way?

(Co-Presenter lists: parents, friends, lovers, media, coaches, teachers, grandparents.)

Presenter: What names do boys get called when they try to step outside of this box?

(**Co-Presenter** writes the names along the right side of the box.)

Presenter: What is the purpose of these names? What are you supposed to do when someone calls you these names?

Presenter: What is the particular purpose of *these* names? (Point out the names “fag,” “queer,” and any others that refer to gays.) When boys hear them, what are they being taught about being close to other boys or men? What are they being told about gay men? How does this fear of being labeled keep men in the box?

(Note: be prepared to address misinformation about gay people and the anxiety that will bubble right up when you even refer to this subject.)

Presenter: These names are little slaps in the face, telling us to get back in the box. They are emotionally violent, they hurt us, and they make us want to change our behavior so we never get called these names again.

Presenter: What happens to boys physically? How do they get treated physically to make sure they act like men? (Co-Presenter writes down list on other side of box, and then draws a fist around either side of the box.)

(Physical)	Act Like a Man	(Names)
rights beat up ignored forced to play sports sexual abuse harassed	tough in control hide your feelings don't cry show anger make money	wimp pussy fag wuss sissy queer

Presenter: Something else that happens to boys besides getting beat up is that one out of six boys is sexually abused before the age of 18. These boys are usually abused by a man, not gay, who may seem to be “like everyone else” – he may have a wife, children, etc. What is it about this box is that going to make it real hard for a guy who’s been sexually abused to talk about it and get help? What names will he be called if he talks?

We’re going into this because part of the message for men is: when you get hurt, take it in, keep it in, don’t ever tell anyone. Now, when you raise someone from the time he is a

baby to take the pain, keep it to himself, and not to show any feelings except anger, you're training someone to walk around like a time bomb. What is going to happen when this person is 17 or 18 or 20 and finds himself getting mad or upset about something?

We can see from the box that boys are not born to be violent, but that they get emotionally and physically hurt to make them stay in control. No boy wants it to be this way, and all of us as guys try to figure out how to get out of this box.

Male Violence Against Women Exercise

Source: Shared with TCFV by Paul Kivel

For mixed gender groups

Set-up: The facilitators ask men to stand side-by-side in a line and women to stand side-by-side in another line. A facilitator asks the lines of men and women to face one another, so that people can see each other respond to the questions. (The emotional content of this exercise can be high, and different room set-ups will have different impacts.) The men's questions should be read by a facilitator who is a man; the women's questions should be read by a facilitator who is a woman.

The first facilitator explains that he will read a series of questions to the men, alternating with the second facilitator. He asks the men to step forward if the statement applies to them and take time to notice their thoughts and feelings. They will then step back in line to wait for the next question.

The second facilitator explains that she will read a question for the women after the men have stepped forward and back. She will ask the women to step forward if the question applies to them, take time to notice their thoughts and feelings, then step back into line. The exercise should be done in silence.

Men's and Women's Questions

M: For the men, please step forward if you have ever interrupted a woman by talking over her.

W: For the women, please step forward if you have ever been interrupted by a man talking more loudly than you.

M: Men, please step forward if you have ever thought that what a woman had to say is not as important as what a man has to say.

- W: Women, please step forward if you have been told or received the impression from a man that what you have to say is not as important as what a man has to say.
- M: Men, please step forward if you have ever stopped what you are doing to look at the body of a woman going past you or looked at a woman's breasts while talking with her.
- W: Women, please step forward if you have had a man glance at or stare at your breasts while talking with you.
- M: Men, step forward if you have ever talked about a woman's body with another man or talked about whether she is easy or good in bed.
- W: Women, step forward if you have ever found out that a man had talked about your body or about sex with you with someone else.
- M: Men, step forward if you have ever downplayed a woman's fear of male violence.
- W: Women, step forward if you have ever limited your activity or changed your plans to go somewhere out of fear for your physical safety.
- M: Men, step forward if you have ever used your voice or body to scare a woman into doing what you want.
- W: Women, step forward if you have ever been scared by a man's tone of voice or use of his body.
- M: Men, step forward if you have ever tried to control where a woman can go or what she can do.
- W: Women, step forward if a man has ever tried to control where you could go or what you could do.
- M: Men, step forward if you have ever threatened to hurt a woman, break something of hers, or hurt yourself if she doesn't do what you want her to do.
- W: Women, step forward if a man has ever threatened to hurt you, break something of yours, or hurt himself if you didn't do what he wanted you to do.
- M: Men, step forward if you have ever hit, slapped, shoved, or pushed a woman.
- W: Women, step forward if you have ever been hit, slapped, shoved, or pushed by a man.

M: Men, step forward if you have ever had sex with a woman when you knew she didn't want to.

W: Women, step forward if you have ever been forced into having sex with a man when you didn't want to.

At the end of the exercise, participants will go to gender caucuses to process the exercise. In gender caucuses, participants should be encouraged to express their thoughts and feelings about the exercise or what it brought up for them. Gender caucuses should close with a discussion of what the group feels it is important to share with the whole group once men and women are together again for discussion.

The group will come back together from the gender caucuses, then dialogue about the exercise together.

The Privileges of Being Male Exercise

Source: Shared with TCFV by Paul Kivel

I am going to read a series of statements to the men in the room. Men, you decide if the statement applies to you. If you pass on any of these statements, think about why you are choosing to pass. Notice your thoughts and feelings about each statement.

Please stand up (or if unable to stand raise your hand to indicate) if:

1. Your forefathers, including your father, had more opportunities to advance themselves economically than your foremothers.
2. Your father had more educational opportunities than your mother.
3. The boys in your extended family, including yourself, had more financial resources, emotional support, or encouragement for pursuing academic, work, or career goals than the girls.
4. You live in or went to a school district where the textbooks and other classroom materials reflected men as normal, heroes, and builders of the United States, and there was little mention of the contributions of women to our society.
5. You attend or attended a school where boys were encouraged to take math and science, called on more in class, and given more attention and funding for athletic programs than girls.

6. You received job training, educational, or travel opportunities from serving in the military.
7. You received job training in a program where there were few or no women, or where women were sexually harassed.
8. You have received a job, job interview, job training or internship through personal connections with other men.
9. You worked or work in a job where women made less for doing comparable work or did more menial jobs.
10. You work in a job, career, or profession, or in an agency or organization in which there are few women in leadership positions, or the work has less status because women are in leadership positions.
11. You live in a city or region in which domestic violence and sexual assault are serious problems for women.
12. You generally feel safe when hiking in the woods, in the mountains, on the beach, or in other rural settings. (This one will exclude most men of color.)
13. When you turn on the TV you can routinely see male sports, men in positions of leadership, men portrayed as heroes and in a wide variety of other roles.
14. When you have medical procedures done to you, or take prescribed medicines and other health treatments you can assume they were tested and proven safe on men.
15. You have seen or heard men in positions of authority belittle women's contributions, women's writing or music, women's intelligence or physical strength, or make other comments about women being inferior to men.
16. You know where you can have access to sex from women for money in the city or region where you live.
17. You can have access to sexually revealing images of women easily, whenever you want them, from magazines, the Internet, bookstores, video stores or pornography outlets.
18. You have taken advantage of women earning much less than you do for childcare, cooking, cleaning, clerical services, nursing, or other services.
19. In your family, women do more of the housecleaning, cooking, childcare, washing or other caretaking than you or other men do.

20. Most of the clothes you wear have been made by women who are paid little for their work.
21. The computers and other electronic products you use are made by underpaid women in this and other countries.
22. In your community it is harder for women to get housing loans, small business loans, agricultural loans or car loans than it is for men of similar qualifications.
23. In your community women are routinely charged more for haircutting, cleaning, cars or other services or products.
24. You don't need to think about gender and sexism every day. You can decide when and where you deal with it.

DYAD:

Ask all participants (men and women) to dyad for 2 minutes each about what their thoughts and feelings were during the exercise. They should take turns being the listener, then the talker. If it seems that the exercise was difficult for the group, it may be appropriate to use gender caucuses at this point for initial discussion before group dialogue.

DIALOGUE:

Men, what was it like to do this exercise?

Men, what was most difficult about it? (Participants get to decide what applies to them or not. Some things are harder to acknowledge than others, especially in front of a group; it can be helpful for men just to get a chance to think about whether the question applies to them.)

Did you think about anything for the first time during this exercise?

Not every man stood for every statement. What are some of the differences between men's experiences of male privileges? Are there any men that don't get male privileges at all?

Some questions we don't know the answer to (who made your clothing or electronic products, for example). What does that say?

Women, what was it like watching this exercise?

Everyone, how do you think this exercise could be used?

Men Stand Ups

Funk, R.E. (2006). *Reaching Men: Strategies for Preventing Sexist Attitudes, Behaviors, and Violence*. Indianapolis: JIST Life.

I. Say the following to the audience:

I am going to read a number of statements. It is important that this exercise be done in silence. If you decide the statement is true for you, please stand up. Each of you decide for yourself whether you want to stand. If you decide to stand up, do so silently, look around the room to see who is standing with you, and sit back down. Notice what you are feeling and thinking as each statement is read.

Stand up if you ever had:

Worn blue jeans

Worried you were not tough enough

Exercised to make yourself tougher

Been disrespected by an adult

Been called a wimp, queer, or a fag

Been told to act like a man

Been hit by an older man

Been forced to fight

Been in a fight because you felt you had to prove you were a man

Been deliberately physically injured by another person

Been injured on a job

Been physically injured and hid the pain

Been sexually abused or touched in a way that you did not like by another person

Stopped yourself from showing affection, hugging, or touching another man because of how it might look

Got so mad while driving you drove fast or lost control of the car

Drank or taken drugs to cover your feelings or hide pain

Felt like blowing yourself away

Hurt another person physically or sexually

II. Give the men a minute or so to collect their thoughts. Depending on the size of the group, ask the following questions all together or break into small groups and give each group a piece of paper containing the additional questions.

Additional Discussion Questions

1. What feelings or thoughts did you have while doing through the list of statements?
2. Which of these experiences are most alive in your memory? Which of these experiences have been the most painful?
3. Do you have any “fighting words” that make you feel attacked and make you want to defend yourself? Why are they so powerful to for you?
4. What are you doing to take care of yourself and to unlearn these things?

Six Key Principles of Popular Education

Source: Adapted from Economics Education: Building a Movement for Global Economic Justice, available in the TCFV library

1. Education is not NEUTRAL

Education is either designed to maintain the status quo, imposing on the people the values and culture of the dominant class – or education is designed to liberate people, helping them to become critical, creative, free and active.

2. CONTENT COMES FROM THE PARTICIPANTS

People will act on the issues on which they have strong feelings. Education that starts by identifying the issues that people speak about with excitement, hope, fear or anger will have greater success in reaching those involved.

3. DIALOGUE

No one has all the answers! Each person has different answers based on his or her own experiences. To discover valid solutions everyone needs to be both a learner and a teacher. Education must be a mutual learning process.

4. PROBLEM- POSING EDUCATION

Participants are thinking, creative people with the capacity for action. A facilitator can help participants learn by providing a framework for thinking and creativity. By posing questions instead of lecturing, a facilitator engages the participants in an active way.

5. REFLECTION/ACTION

By continually engaging in a cycle of reflection and action, a group can celebrate their success, analyze critically their reality, mistakes and failures – and use this information to act again. This allows a group to become more capable of effectively transforming their daily life.

6. TRANSFORMATION

Transform the quality of each person's life, the environment, the community, the whole society. This is not an individualistic academic exercise, but a dynamic process in which education and action are interwoven.

TOOLS FOR STRENGTHENING INDIVIDUAL KNOWLEDGE AND SKILLS

Toolkit for Working with Men and Boys | <http://toolkit.endabuse.org/Home.html>



Created by the Family Violence Prevention Fund, this web site is designed to help groups and individuals work with men and boys to prevent gender-based violence. It provides an extensive list of readings, case studies, handouts, exercises, other resources and helpful community-building tools.

How It Can Be Used: The “Get To Work” section of the toolkit has activities and literature that help strengthen men’s and boys’ individual knowledge and skills.



Young Men’s Work

<http://www.hazelden.org/>

This curriculum addresses gender-based stereotypes, power dynamics, economic hierarchies, and healthy relationship building.

How It Can Be Used: This 26-session curriculum is a great tool for strengthening the knowledge and skills of boys 14-19. It is adaptable, contains free standing activities along with the 26 session curriculum. This curriculum—which includes a facilitator's guide, set of student workbooks, 27 minute video and three posters—can be purchased online for \$275. Components are sold as a whole, or separately.

“I liked the theme of the curriculum because I think that it addressed the underlying causes of men’s violence in terms of homophobia, sexism, oppression, power and racism. The way the curriculum was structured really allowed for multiple ways of engaging this group of young men in terms of discussions, exercises, activities. ... [O]ne of the main reasons that we used it was because it was based on real work with young men of color and it worked for our guys. They responded to it really well. It’s straight forward. It’s just easy to use. I highly recommend it to people...”

– Emiliano Diaz de Leon, Men’s Resource Center of South Texas Founder and Executive Director

Men's Work

<http://www.paulkivel.com/books.php>



This curriculum focuses on how men are taught to respond to women, other men, and traditions; the social framework of violence and power, and relationship between drugs and violence.

How It Can Be Used: This facilitator's guide is designed to be a vehicle for group discussions with men about nonviolence. It covers a range of topics, and keeps a men's group lively and productive for an extended period of time. It is also adaptable to the timeframe and resources of groups/organizations. Included is a 96-page facilitator's guide, an audio tape version of the guide, and a video with role play dramatizations. These components can be purchased separately at the author's website (<http://www.paulkivel.com/>).

Men Against Sexual Violence Toolkit

<http://www.menagainstsexualviolence.org/toolkit/toolkit.pdf>



The MASV toolkit has information on mobilizing men.

How It Can Be Used: MASV's toolkit can help groups and organizations build a men's task force. It has talking points, sample new participant contact forms, interpersonal violence statistics, and tips on getting resources to sustain a men's task force.

Boys-Talk Program

<http://www.boys-talk.org.au/>

This program provides young men with support and options as they seek to understand their own masculinity. It addresses gender stereotypes, managing feelings, problem solving, sexuality, reducing violence, and pathways to change.

How It Can Be Used: This is a research-based program developed by respected community and government violence prevention organizations. It is unique because it encourages program leaders to establish their own socialization into dominant gender norms and makes it easier for boys to open up and acknowledge their own. The tool can be adapted for use by different prevention workers including teachers, youth workers and parent groups. It includes a program manual, available at [this website](http://www.boys-talk.org.au/). The manual is shipped from overseas, so there may be an additional charge.

This campaign of the Family Violence Prevention Fund teaches adult men to guide boys toward nonviolence and healthy relationships. The campaign also prompts men to educate other adults about violence against women and engage political processes to end violence against women.

How It Can Be Used: Use this website to learn about different strategies that can be employed to engage men and boys. The website has materials for coaches on how to talk to young people, share information about the work of the Founding Fathers with other co-workers, become a Founding Father and advocating for legislation supportive of men's and boys' nonviolence.



'What Will It Take?' Guide

<http://www.cfw.org/Document.Doc?&id=82>

This guide contains statistics on men's violence, insight into how men can be allies and suggestions for men's involvement in anti-violence work.

How It Can Be Used: This guide can help men and boys gain a better understanding of violence against women via sexual assault statistics. It offers suggestions for engagement, helpful activities like *Act Like A Man / Act Like A Lady*, and a list of helpful resources. Parts can be used as handouts, or one can use the activities in group or individual work settings.



Men Can Stop Rape's MOST Clubs

<http://www.mencanstoprape.org/>

Men Can Stop Rape is an organization that mobilizes male youth to prevent violence against women. They have established MOST (Men of Strength) chapters nationwide comprised of young high school and college men who engage in a 16-week curriculum and participate in violence prevention efforts.

How It Can Be Used: MCSR's sixteen-week curriculum, targeted at young men, was profiled by the National Crime Prevention Council as one of several promising *50 Strategies to Prevent Violent Domestic Crimes*. MCSR offers a blueprint on creating a group of male youth nonviolence activists. Also offered are trainings on facilitating MOST (Men of Strength) chapters using their curriculum.



One Man Can

<http://www.genderjustice.org.za/onemancan/home/index.php>

This South African campaign encourages men and boys to end different forms of violence in their communities: domestic, sexual and the spread of HIV/AIDS. This campaign engages men as teachers, coaches, youth, interfaith communities and fathers.

How It Can Be Used: The One Man Can campaign offers a toolkit, resource guide, workshop activities and handouts on starting a conversation on violence prevention, educating others and taking action. The One Man Can campaign advocates change through individual efforts, one-on-one interaction and large scale actions.



You The Man

<http://www.addverbproductions.com/>

“Based in Portland, Maine, Add Verb works locally and nationally to incite dialogue and change around critical social issues. Across the nation, Add Verb’s issue-based touring plays are instigating understanding and action around such complex problems as eating disorders, bullying and harassment, dating violence and sexual assault. The plays are followed up by a panel discussion with campus and local advocates, enabling communities to coordinate with their local resources to respond to the issues and take action.”

How It Can Be Used: The Play “You The Man” is a one man production involving individual plays and six characters all connected to victims or survivors of violence. *“You The Man is such an effective program in part because its male characters ring so true. This provides men with a way to empathize and identify with issues that many of us have long chosen to shy away from. You The Man is an original, creative -- and dare I say it -- entertaining contribution to this movement. It promises to spark some really useful dialogue between women and men on college campuses, high schools and all sorts of community settings.” —Jackson Kat*

Level Two:
Promoting Community Education

Level Two: Promoting Community Education



Community education allows prevention workers to share nonviolence messages with a large audience of men and boys.

Why Promote Community Education?

To gain access to future donors, volunteers and employees.

Community education helps create a space in which we access a wide

and diverse range of men and boys. Community events, PSAs or other activities at this level can build interest with men and boys who may consider working on the issue on a long-term basis as donors, volunteers or employees.

To normalize healthy messages. Community education has the power to influence and shape social norms that support and promote men's non-violence. "In sociology a *social norm* is a pattern of behavior expected within a particular society in a given situation. The shared belief of what is normal and acceptable shapes and enforces the actions of people in a society. The very fact that others in one's society follow the norm may give them a reason to follow it" (www.tcfv.org.)

Social norms are difficult to decipher because they are:

- Pervasive
- Normal
- Acceptable

Effective community education to prevent violence deciphers negative messages and transforms them into positive messages that support healthy relationships.

To make domestic violence a community-wide issue. Many times people suffer with domestic violence in isolation. Some men and boys think this is something they experience alone and do not see it as a community-wide issue. Community education can help them realize they are not alone; domestic violence happens to different members of their community and necessitates a community-wide response.

To reinforce anti-violence groups. Anti-violence work, especially the kind of work being done by domestic violence shelters, is frequently linked, and at times relegated to working with men and boys on an individual level. While we are diligently serving our community, our community may not necessarily be aware of the work we are doing. Community education reinforces the work we are already doing on an individual level while simultaneously creating public awareness of the issue.

To strengthen coalitions and groups. Coalitions and groups of men and boys working to end violence against women can be enhanced and strengthened by the coordination of a community engagement activity. Community education activities can give coalition and group members' concrete actions they can take to end violence in their community.

To support efforts at different levels of the spectrum! Be creative and think strategically when inviting others to community events. Inviting key politicians can show the community backs certain legislation your group or agency is promoting. Similarly, if you wanted to promote school-based programming, students could create an event the superintendent, principals, teachers, school faculty and staff could attend. This would demonstrate the need for anti-violence work in a school setting and display the importance of student leadership. In this way, community education can play a critical role in informing and supporting efforts at different levels of the spectrum.

Examples of Level Two work for violence prevention advocates:

- Writing articles and editorials on men's and boys' nonviolence for newspapers, magazines, blogs, listservs.
- Posting information about men's and boy's nonviolence on MySpace, Facebook, YouTube, Twitter etc.
- Holding community events centered on nonviolence.
- Creating or supporting social marketing campaigns that reinforce local efforts to foster social norms change.
- Creating posters that transmit knowledge about healthy manhood/boyhood.

There are many ways to reach men and boys through community education!



Some Considerations

Creating a community event men and boys can relate to

When creating an event targeting men and boys, how can we ensure the group targeted for outreach feels welcomed, excited, motivated and reinvigorated to do the work? As peers, brothers, fathers, uncles, grandfathers and sons, men and boys will have a unique and

important perspective on the development of effective campaigns and activities that will engage men and boys and foster lasting change.

When planning an event many logistical questions come up: “What kind of event do we want?” “Where will we get the money to fund it?” Questions related to intentionality are not to be overlooked. By creating an event that deliberately seeks to incorporate the ideas and influence of men and boys, groups may create a welcoming space and build a rapport with community members willing to support the social transformation necessary to eradicate all forms of violence in our communities.

Listed below are questions on intentionality groups may consider when planning an event:

- Who is planning the event?
- Are men and boys—members of the particular outreach target group —involved in the process?
- What avenues (flyers, radio, television, word of mouth, etc.) will be used for message delivery? Why?
- Have men and boys helped craft a singular message that will be transmitted through all advertising avenues?
- What does the event look like?

- Can participants feel represented and reflected in the event, presenters and organizers?
- Has the event location, entertainment and general theme kept the particular interests of the target group in mind?
- What is the goal of the event (volunteer recruitment, community building, awareness drive, etc.)?
- Where is the event funding originating? Is it possible to secure funding for similar events in the future?

Groups interested in doing work at this level will want to consider how to remain accountable to survivors and the group they are seeking to engage.

Who should take the lead on community education strategies?

Leadership will look very different depending on the desired outcome of the community education strategy. If groups are seeking to engage young men through their work, leadership will likely be taken by young men. There are instances where leadership will be shared and other instances where anti-violence groups will play a supporting role to other community members. We can strategically consider who should take leadership on issues in order to better support our work. Thinking critically about who should do what, but also who should take the lead can lessen the pressure as we continue to engage communities of men and boys.



Case Studies: Men Standing Up to End Violence Throughout Texas

The following case studies look at two community events that took place in different parts of Texas. The first, Men Rally for Change, is a community-based collaborative project and the second, the Walk Against Domestic Violence, is supported by Family Services of Southeast Texas.

Men Rally for Change Austin, TX

The Men Rally For Change march and rally took place in Austin on April 18, 2009. The march began at the Mexican American Cultural Center and ended at Fiesta Gardens where SafePlace, the local domestic violence shelter and rape crisis center, hosted their annual fundraising event. The organizers for the march and rally met months in advance to think critically and strategically about how the event would look and review every piece of the event, including ensuring the performers and orators reflected the diversity of the community.

The organizers shared that the march and rally were initiated when employees and former employees of SafePlace and community members joined “to promote a growing community of men to speak up for safe communities and healthy relationships.” They further stated they liked the idea of creating a march because it was a hands-on opportunity for people to experience feminism in a safe communal space.

Event organizers received donated funds and materials from community members in order to make this event possible. They contacted community associations and organizations working in the area the event was to be held in order to include the community in the process. Organizers envision this event taking place in different strategic locations throughout the city and garnering community support in each of those sites in years to come.

To learn more about Men Rally for Change visit their website:
<http://www.menrallyforchange.com/>

Case Studies: Walk Against Domestic Violence Beaumont, TX



The annual Walk Against Domestic Violence has taken place in Beaumont for three years around Father's Day. An advisory committee meets throughout the year to ensure each walk is bigger and better than the previous one. The advisory committee is comprised of people with diverse backgrounds, including pastors, businessmen and teachers.

One of the visionaries and organizer of the walk is Dr. Alvin Williams from Family

Services of Southeast Texas. Dr. Williams is the Community Education Director and facilitates Batterer Intervention and Prevention Program (BIPP) groups. Graduates from Dr. William's BIPP group participated in the walk by passing out brochures to create awareness. They also helped with additional tasks to be completed the day of the event.

This year the walk had a new element to it. The group added an honoring men component. Dr. Williams said "...there are two messages we want to send out during the walk: one is that we want men to change and men do need to change but there are men out there that are doing good things, that are respectful to women, and are setting the pace..." This was true for this year's honoree Craig Soignet, the founder of Stand Up Guys in Beaumont.

Dr. Williams describes why Mr. Soignet was chosen as the honoree, "This is a guy whose daughter was actually assaulted by three athletes in high school. He turned a negative into a positive by organizing Stand Up Guys..."

He is someone we want to acknowledge this year because of his efforts to continue to do what is right and ability to turn a negative into a positive."



In 2009, more than 300 people attended the walk.

News coverage of the 2009 walk can be found at:
<http://setxhomepage.com/content/fulltext/?cid=54891>

Keeping the Fires Burning

While effective community education delivers the message to men and boys, it does not necessarily keep them engaged. How do groups maintain the momentum?

To keep the fires burning, groups can make sure there is an event follow-up.

- A community outreach event for men and boys can be coupled with a poster campaign. Men and boys can be asked to take posters to their schools, colleges or places of employment and have them displayed.
- If the activity is a presentation given to a group, what can the group members do to advance the message? Is there a possibility for the group to work on policy changes within their group or in the larger organization of which they are a part?
- If giving a school-based presentation, is a club or organization available which group members can join? Is there another event they can help promote to friends? Is there a listserv which individuals can register for and receive updates on future events?
- Another possibility for further engagement is have participants distribute signature petitions for community members or have people call legislators to oppose or support a domestic violence or sexual assault bill.

SafePlace Boys Group facilitators encouraged boys in their groups to attend the Men Rally for Change march and rally to expose them to the community of men and women working to end violence. The Austin High School PALs (Peer Assistance and Leadership) donated money for beverages and music equipment rentals for the event.

When establishing tasks for attendees to complete, the chance community education work may have a lasting impact increases. Follow-up from group leaders assures delegated assignments are completed and provides the volunteer with someone that can encourage future participation. Further, it creates an accountability system.

Social Marketing Campaigns

In addition to creating and promoting community events that foster social change, anti-violence groups may be interested in creating social marketing campaigns to support their message. Men and boys can help create social marketing campaigns that normalize healthy relationships.

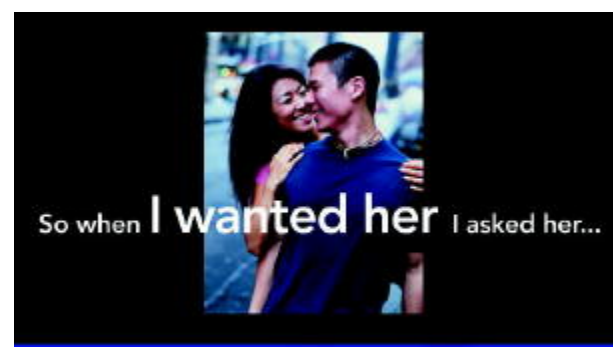
Prevention work focuses on changing social norms in society that foster violence in a community. Social norms can be effectively challenged and transformed if all levels of the Spectrum of Prevention reinforce the same message.

A **social marketing campaign** seeks to change social norms that adversely affect a community by utilizing media sources. A social marketing campaign does not sell a product but instead sells an idea and prompts its audience to change attitudes and behaviors to create a healthier society.

The California Coalition Against Sexual Assault (CALCASA), in collaboration with Men Can Stop Rape, are utilizing the MyStrength campaign to transform messages about male strength. This social marketing campaign includes radio and print advertisements, mobile Strength team and two websites. Detailed below is an example of the advertisements that this campaign developed.



In the resource guide see Men Can Stop Rape's *MyStrength* campaign, or the Family Violence Prevention Fund's *Founding Fathers* campaign. Both are excellent examples of social marketing and community outreach campaigns.



Social marketing campaigns are an important strategic piece to creating an effective prevention message. The singular message found on posters, radio and television advertisements, print materials (t-shirts, pens, cars, etc.) comprise social marketing campaigns. Social marketing campaigns are most effective when they incorporate efforts at different stages of the spectrum while utilizing one common message.

When working to create a social marketing campaign consider:

- How much of the campaign is based on what men and boys believe would work for other men and boys?
- Throughout the creation of a social marketing campaign, has a focus group of men and boys helped craft the message and images used by the campaign?
- What forms of media are being utilized to promote the campaign and why? Are these media sources those most used by the target audience?
- What outcome is the group seeking from the campaign?
- Is the campaign based on market research?
- How and by whom is the campaign being funded? Is a long-term investment feasible?
- How can the campaign be evaluated for success?

Male Privilege and Community Engagement

Ending violence against women has historically been viewed as a women's issue. Although this is not the case, we continue to witness the repercussions of this belief in the reception men and boys receive when they stand up against violence. Men and boys can expect to be praised for being in the room and not in front of the room. The challenge that arises for men and women alike is how we deal with this issue when it develops and consider what we can put in place to create a situation where this is not the norm.

Suggestions of actions we can take:

- Ensuring men and women share air time (i.e., we model the interaction we would like to see in the world).
- Setting ground rules for large group trainings that stipulate that undue praise will not be given to individuals based on their gender identity.
- Having male facilitators speak about why they are there and why all men should attend.

The community education level of the spectrum provides many exciting opportunities to engage men and boys to transform society!

Getting Started

The free, online Community Toolbox in the resource guide offers engagement strategies information including focus groups and surveys. This outreach can help create effective messages for a community.

Another way to create a social marketing campaign is use what is already available to help guide the work during the initial phases of community outreach.

Level Two: Activities

A great activity on Level Two is to get a focus group of men and boys involved in ending domestic violence by creating a social marketing campaign used to engage the larger community. Listed below are Public Service Announcements that can be used as a source of inspiration! You could hold a PSA or short film contest in your community or school to get people interested in ending violence against women!

Short Film by Scenarios USA: Bitter Memories

“Rob is a young man who grows up watching his father abuse his mother. When jealousy brings Rob face to face with his own violent tendencies toward women, he confronts his father’s behavior so he can learn how to be ‘un hombre vero [sic].’ Bitter Memories examines masculinity by addressing responsibility, relationships and the cycle of domestic violence.”

Scenarios Bitter Memories Part 1

<http://www.youtube.com/watch?v=xSwFfsAyXN4>

Scenarios Bitter Memories Part 2

<http://www.youtube.com/watch?v=zopuybsnJME&feature=channel>

If you are showing this film in a classroom setting, Scenarios USA has prepared an accompanying Lesson Plan found at:

http://scenariosusa.org/img/downloads/LessonPlan_BitterMemories.pdf

Public Service Announcements in Spanish and English

This Spanish video by the Mexican American Legal Defense and Education Fund (MALDEF) discusses teen dating violence in the Latina/o immigrant community.

<http://www.youtube.com/watch?v=834pkw85F2A>

This Spanish PSA from Puerto Rico asks people to stop ignoring domestic violence and end it. <http://www.youtube.com/watch?v=0U4qqhQSRJs>

This bilingual, multi-racial, multi-cultural PSA from the New Mexico Children Youth and Families Department asks men to break the cycle of family violence.

<http://www.youtube.com/watch?v=HGkAYzy0Dg>

CALCASA’s MyStrength Campaign has a PSA component. See their website for access to radio spots <http://mystrength.org/>

Jason Witten speaking out against domestic violence:

<http://www.youtube.com/user/wtreichler#play/uploads/2/SZfT3moZrTA>

Level Two: Promoting Community Education

List of Youth Activities - Outreach and Education Ideas

Source:

Texas Dating Violence Prevention Team. List of Youth Activities – Outreach and Education Ideas. In *Texas Dating Violence and Awareness Toolkit*. Retrieved August 17, 2009, from http://www.cscs.txstate.edu/healthyteendating.org/downloads/awarenessprevention/week/15A_List_of_Youth_Activities_Outreach&Education_Ideas.pdf

Create a clothesline of decorated t-shirts: Have a table set up where students can come and decorate a t-shirt or a cardboard cut-out in the shape of a t-shirt. Then, hang them on a clothesline or on multiple clotheslines throughout the school. If you want to use real t-shirts, you can hold an old t-shirt drive where students, teachers and staff donate old t-shirts or ask for donations from the community.

Potential prompts for the activity could be:

- How has violence or harassment impacted you?
- How do you see a world without dating or sexual violence?
- What does it look like to be a survivor?
- What does a healthy relationship look like?

Create a pathway to a violence-free school: This can be done using a green carpet, yellow brick road, or other type of pathway. Include road signs or components of the road where necessary steps to achieving a violence-free school are written or symbolized. At the end of the pathway could be a poster or banner where students write their thoughts on what their school would be like if it were completely free of violence and harassment.

Statistical/Informational Signs: Using butcher paper or poster board, make large signs to hang around the school that contain statistics and information related to dating and sexual violence. Focus on including information that is especially relevant to the age group you are targeting and have other students think of creative, appropriate ways to make the signs eye-catching. Smaller versions can be produced by hand or on a computer to distribute or to hang in places where space is more limited (e.g., bathroom stalls). Recent statistics on dating violence and sexual assault can be found on our website (www.taasa.org) or the website for the Rape, Abuse, and Incest National Network (www.rainn.org).

Critiquing Mass Media Messages: Critique messages from TV, radio, magazines, movies, billboards and other advertisements. Discuss with classmates how these messages may or may not reflect the principles of equality, respect, dignity and non-violence. You can have students bring in their own examples, or you can provide examples for them. Here are some examples of what to look for and discuss:

- Examples of power and control such as women being in inferior positions to men.
- Examples of the objectification of women or men.
- Examples that support myths about dating or sexual violence (e.g., victim blaming, “She was playing hard to get,” or “He shouldn’t have made her mad.”)
- Examples that enforce rigid gender roles

Art, Poetry, Essay and/or Song Lyric Contest

This section includes guidelines for a contest that can be organized by school teachers, student organizations, or community members. This is an opportunity for creative expression through which students may share concerns, their stories, and/or personal safety tips using graphic art, song lyrics, essays, poetry, button and/or bookmark designs. Possible themes include:

dating violence
words can hurt
bystander intervention
Speak Up. Speak Out.

gender respect
personal boundaries
rigid gender expectations/assumptions
flirting vs. sexual harassment

Depending on the type of contest you choose to organize, prepare registration forms for the entrants detailing all specifications for their entry. Teachers can help students identify areas of the school policy or student code of conduct that could also be highlighted on the poster to affirm student rights. Judges for the contest can be prominent members of your community, including the school principal, superintendent, or the executive director of the local rape crisis center or domestic violence service center. If you don’t have a budget that allows you to purchase prizes for the contest, ask local businesses if they would be willing to donate a prize. For example, local restaurants might offer gift certificates or movie theaters might offer a few free movie passes.

Getting the word out

Make sure to target your audiences with age-appropriate letters and flyers. In addition to targeting schools, local newspapers, community newsletters, as well as local youth organizations may help you get the word out. Make the deadline for entries early enough to allow time to judge materials.

Releases

Make sure to provide and collect parental release forms; this will allow you to keep all art and written entries for future use and will allow you to announce and recognize the artists publicly, if desired. In the release, include information about how materials might be used.

Recognition/Distribution

Besides using local newsletters, newspapers, or magazines, the entries could also be reprinted in youth organization newsletters and in your program's future publications. Graphic designs could be used for buttons, bookmarks, mouse pads, agency calendars, school book covers or banners. Remember, both the students and the schools deserve recognition. Groups such as Partners In Education and school parent networks may also help with recognition activities.

Peer Education Organization

Start a peer education club or organization. Gather a group of committed students who want to spread awareness about sexual and dating violence, and who desire to make their school and community healthy and safe.

Call the Texas Association Against Sexual Assault (TAASA) to find out more about the Students Taking Action for Respect (STAR) program. The STAR program is targeted to junior high and high school students and is designed to develop leadership and prevention skills around issues of school safety such as sexual harassment, dating violence and sexual assault. TAASA provides support to teams who are newly forming, training through the annual Students Taking Action for Respect Conference and presentation curriculum to help youth leaders talk to their peers about dating and sexual violence.

To find out more about the program, or to see if a STAR team is already active in your community, please visit the Students Taking Action for Respect website at www.taasa.org/star, or contact TAASA at 512-474-7190.

Retrieved August 18, 2009 from: http://www.whiteribbon.ca/about_us/.



The White Ribbon Campaign

What is the White Ribbon Campaign (WRC)?

The White Ribbon Campaign (WRC) is the largest effort in the world of men working to end violence against women (VAW). In over fifty-five countries, campaigns are led by both men and women, even though the focus is on educating men and boys. In some countries it is a general public education effort focused on ending violence against women.

How did the WRC get started?

In 1991, a handful of men in Canada decided they had a responsibility to urge men to speak out about violence against women. Wearing a white ribbon would be a symbol of men's opposition to violence against women. With only six weeks of preparation, 100,000 men across Canada wore a white ribbon, while many others were drawn into discussion and debate.

What does it mean to wear a white ribbon?

Wearing a white ribbon is a personal ***pledge to never commit, condone or remain silent about violence against women and girls.*** Wearing a white ribbon is a way of saying, "Our future has no violence against women."

What happens during White Ribbon Days?

White Ribbon activities happen at many times during the year. But White Ribbon Days--starting the last Friday in November---is our focus in most communities. We distribute white ribbons as a vehicle to get people talking and to create awareness. During the week you also can:

- Arrange to go into schools, workplaces, union meetings, places of worship, and service clubs to talk about the problem of violence against women and the White Ribbon Campaign. Bring ribbons and pamphlets with you. Encourage boys and men to organize their own activities for the week.
- Co-sponsor a public forum or a cultural event along with local women's groups. Get your city government and other local groups to endorse the meeting, to do publicity, and to have representatives present. (Many mayors and school boards have already been contacted by our national office).
- Have a walk-a-thon, ski-a-thon, or skate-a-thon to raise awareness and raise money. (Maybe a father-son or father-children walk). Have a fund-raising concert or dance with proceeds getting divided between the WRC and local shelters or women's programmes. (These things take good advance planning. If you haven't

done it before, get the advice of those who know how to organize and publicize such an event).

- Arrange to speak to the local media, get on interview shows, write letters to or articles for community, school, company, and other papers.
- Hand out information brochures and white ribbons at shopping malls, schools, workplaces.
- Think of events for particular age groups. Have school boys draw a picture or write a few paragraphs about why men shouldn't be violent against women and display their work in a local library or city hall.
- Be creative. And always check with local women's groups or give us a call at the White Ribbon office or visit the web site (www.whiteribbon.com) to get a second opinion on your plans.

And please FAX us *early* in White Ribbon Days. (See support documents). This allows us to keep in touch with you and to report your stories and successes to the national media. You can FAX a report once in mid-week or, better, if there's a lot happening, FAX us a very short report every day or two or contact us by e-mail.

Following White Ribbon Days please call, FAX, write, or e-mail us a short report on your activities. Please send us any newspaper clippings (marked with the date and name of the paper). Send us names and addresses you collected in your area. Organize an evaluation meeting of your supporters or a social event to celebrate your hard work.

For more information on how to run a White Ribbon Campaign in your community visit: http://www.whiteribbon.ca/get_involved/default.asp?load=org-kit.

Sample Media Alert: Men Rally for Change, Austin, TX



MenRallyForChange@gmail.com

MEDIA ALERT

CONTACT:

Dave Braham
dbraham@safeplace.org
512.356.1580

MEN RALLY FOR CHANGE: *Marching for Safe Homes and Safe Streets*

WHAT: The first annual "*Men Rally For Change*" Rally and March asks that people of all ages join in keeping our relationships, families and communities safe. Men of all ages who speak out against sexual and domestic violence, while speaking up for safe communities and healthy relationships will lead the way with a rally featuring lively speakers, outstanding performers, and a high school marching band leading the 2 mile march from Central East Austin to Fiesta Gardens West End Park. April is Sexual Assault Awareness Month, and as we promote awareness in the tradition of *Take Back the Night* rallies around the country, we also want to spread the message that there is a growing community of men working towards safe communities, inclusive to schools, workplaces, homes, apartments, and prisons.

WHO: *Speakers:* Julia Spann, Executive Director of SafePlace; Michelle Mock, Survivor; and Emiliano Diaz de Leon, Primary Prevention Specialist at the Texas Association Against Sexual Assault.
Performances by: P.U.B.L.I.C. O.F.F.E.N.D.E.R.S. and the Reagan High School Marching Band

WHEN: Saturday, April 18, 2009
10:00AM- 12:00PM

Rally at: 10:00AM
March at: 10:45AM

WHERE:

Rally at: Mexican American Cultural Center
600 River St.
Austin, TX
Free Parking

March to: Fiesta Gardens West End Park
2101 Jesse E. Segovia
Austin, TX
Free Parking

TICKETS: Free admission! Participants will also receive a free wristband guaranteeing them free admission to the **SafePlace Field Day & Festival**, Saturday, April 18th, 11:00AM- 4:00PM at Fiesta Gardens West End Park!

MORE: Spanish interpreters and parking for persons with disabilities provided. Shuttles back to the Mexican American Cultural Center will be provided.

**Sample Meeting Agenda/Minutes for community event
Men Rally for Change, Austin, TX**

Men Rally For Change

Meeting Minutes

February 19, 2009

12:00pm

Men Rally for Change

Marching for safe homes and safe streets

April 18, 2009

10:00 am Rally at Mexican American Cultural Center (600 River St)

10:45 am March to Fiesta Gardens

Agenda

1. Updates

A. Speakers/Performers: Survivor

B. APD/City Permit: (Updated since meeting!) V. met with Betty Torres, City Right-Of-Way Representative, who invited him to the City's Special Events Meeting on Tuesday, Feb 24. Betty is confident that we'll need a parade permit. **V. is filling out the paperwork and will contact Bobby Garza, Assistant to Councilmember Mike Martinez, who will request the fee waivers for APD. Lt. Regalado is our contact for APD officers to escort us through the march. He is awaiting Bobby Garza's fee waiver before APD confirms.**

C. Flyer/Press Release: The English versions are finalized. **The Spanish translations will be done by the weekend.**

D. My Space page: We discussed recreating a webpage or using SafePlace's webpages to promote our event. **Dave will talk to Narissa Adams (SafePlace) and Shannon Sandra (The Cipher) about promotion.**

E. Promotion Items: (Update since meeting!) Dave scored us 100 free t-shirts!!! through Dizzy Tees. (Update since meeting!) Dave scored us the opportunity to get a banner, buttons, stickers, and magnets. More TBA (To Be Announced).

F. Translation: Stacey Smith (V.'s wife/partner/BabyMomma) will translate for speakers at event. Veronica Hernandez (SafePlace), Hilda Gutierrez (TCFV), and Diana Trimino (Eastside HS) volunteered to be editors of materials. When translating materials, we agreed to keep the logo *Men Rally For Change* in English, as well as the *Men Rally For Change* signs in the bottom image that appears on the flyer.

G. Photographer: Two Austin High School students are excited to take pictures of the event! **Dave will look into collaborating with the students to sell their pictures.** All thanks to Dave!

2. Action Plans (Finalizing)

A. DJ and PA (Public Address/Sound System) person: **V. will contact DJ Chorizo Funk to seek a deejay for the rally.**

B. APD/City Permit: see Agenda Item 1.B.

C. Spanish Flyer/Press Release: See Agenda Item 1.F.

D. Intentions with Collaborators: We discussed our focus on utilizing other collaborators, people or organizations, to bring large groups of people to the actual event on April 18th. We also want to encourage collaborators to help seek donations of materials such as signs, sound system, and copies.

E. Volunteer Coordination: Dave typed up and distributed a copy of Volunteer positions to Langa (SafePlace).

F. Sign Making/Fundraiser Party: We discussed having a sign making party where people could bring their own materials to make signs and help us save funds. **Ted has a contact at the restaurant/bar North By Northwest and will see if we can have a sign making/donation raising party there the week of March 23rd.**

3. Topics for future meetings:

We discussed asking the non-Spanish event speakers to submit a written copy of their speeches at least two weeks before the event in order to translate them before the event.

4. Next Meeting time and location: TBD (To Be Determined) with respect to the schedule of new members.

5. Action Plan (Promotions):

(Updated since meeting!)

The kick-off parties are on the 4th and 5th of March, not the 3rd and 4th.

Date	Day	Time	Event	Participants
2/24	Tuesday	1-2pm	Meet with Ananda Moss	V.
2/25	Wednesday		Austin Neighborhood Council	Dave
2/28	Saturday	9am-3pm	Mobilizing Men's Task Force	V.
3/4	Wednesday	11:30-11:45am	XYZone Meeting	V.
3/4	Wednesday	5-9pm	SafePlace Field Day kick-off party Pt 1	Tony, Dave
3/5	Thursday	5-9pm	SafePlace Field Day kick-off party Pt 2	Dave, V.
3/11	Wednesday		TAASA Annual Conference	V.
3/28	Saturday	10-1pm	Cesar Chavez March	V.
4/1	Wednesday		Take Back the Night (Austin)	V.

Tools for Promoting Community Education



CALCASA's MyStrength Campaign

<http://mystrength.org/>

"CALCASA's MyStrength Campaign centers around the theme, 'My Strength is Not for Hurting,' which emphasizes positive masculinity and enables men to maintain their strength without using coercion, intimidation, force or violence. The Campaign takes an innovative approach to sexual assault prevention by demonstrating the way young men can play an active role in the movement to end sexual violence. Complementing over 30 years of work and programs in the movement to end sexual violence, MyStrength enlists men and boys in prevention efforts, encouraging them to take responsibility and find solutions. The MyStrength Campaign is based on an existing prevention program developed by Washington D.C.-based

Men Can Stop Rape, but involves 66 rape crisis centers in California and entails a comprehensive social marketing campaign to support youth involvement."

How It Can Be Used: This campaign can be used as an organizing tool to engage men and boys to take action against sexual violence. Anti-violence advocates can use this campaign as an example to develop a social marketing or community organizing campaign. Programs and individuals can distribute these materials in their communities.



The Community Toolbox

<http://ctb.ku.edu/en/>

The Community Tool Box is the world's largest resource for free information on essential skills for building healthy communities. It offers more than 7,000 pages of practical guidance in creating change and improvement, and is a growing global resource for this work.

How It Can Be Used: This tool can be used to craft any community engagement project, including working with men and boys. It is comprehensive, allowing a perusal of the table of contents to result in answers to most questions about community engagement work.



Media Advocacy Manual

http://www.apha.org/NR/rdonlyres/A5A9C4ED-1C0C-4D0C-A56C-C33DEC7F5A49/0/Media_Advocacy_Manual.pdf

How It Can Be Used: The manual provides helpful suggestions on how to engage the media to promote community education. It offers ideas on contacting media, and using the media to create an effective community education campaign.



Coaching Boys Into Men

<http://www.endabuse.org/cbim/>

Coaching Boys into Men is a campaign created by the Family Violence Prevention Fund to inspire men to teach boys that violence against women is wrong.

How It Can Be Used: It consists of several public service announcements, brochures, and posters that can be purchased and used to create a community-based media campaign in your community.s

Involving Men in Efforts to End Violence Against Women

<http://www.xyonline.net/articles.shtml#Violence>

This paper outlines strategies for the primary prevention of violence against women and is focused on engaging and working with men using the Spectrum of Prevention.

How It Can Be Used: This guide offers ideas and guiding principles on engaging men and boys in a specific community context. Since it is formatted around the Spectrum, it complements the MNP Guide to Engaging Men and Boys.



Young Men's Work

<http://www.hazelden.org/>

This curriculum addresses gender-based stereotypes, power dynamics, economic hierarchies, and healthy relationship building.

How It Can Be Used: This 26-session curriculum is a great tool for engaging boys 14-19 years of age. It is effective because it works on multiple levels of the Spectrum, strengthens individual skills, and contains a community-level campaign element. You can purchase this curriculum online for \$275. Components include a facilitator's guide,

set of student workbooks, 27 minute video and three posters; sold as a whole, or separately.



Founding Fathers

<http://founding-fathers.org/>

This Family Violence Prevention Fund campaign teaches adult men how to guide boys toward nonviolence and healthy relationships. It also encourages — mothers, fathers, grandparents and older siblings—to give and teach respect.

How It Can Be Used: Those interested in joining the campaign can enter into an agreement with FVPF, which will allow access and usage of Founding Father campaign materials, and tips on how to organize locally.



A Call To Men

<http://www.acalltomen.org/>

Through seminars, workshops and other educational vehicles, A Call To Men helps organize communities in order to raise awareness and involve men in ending violence against women.

How It Can Be Used: They offer great presentations that can help jumpstart a men's engagement program in local communities. To schedule a trainer go to: www.acalltomen.org.



The White Ribbon Campaign

<http://www.whiteribbon.ca/>

The White Ribbon Campaign (WRC) represents the largest international effort of men working to end violence against women. Campaigns are led by men and women in over 55 countries and strive to educate men and boys.

How It Can Be Used: To spread awareness, men wear a white ribbon as a symbol of their opposition to violence against women. In Canada, the campaign's origin, ribbons are worn November 25 – December 6. View their website for information on starting a White Ribbon Campaign in your community. The WRC offers an Education and Action

Kit with in-class lessons and school-wide initiatives that can be used to end violence in schools.



Healthyteendating.org

<http://www.healthyteendating.org>

The Texas Dating Violence Prevention Team created a comprehensive kit of materials to help schools and communities counteract dating violence and promote healthy dating.

How It Can Be Used: This free, online community education resource contains useful posters, brochures, wallet cards, and videos.



"Choose Respect" Campaign

<http://www.chooserespect.org>

Choose Respect, an initiative of the Center for Disease Control and Prevention, targets adolescents between the ages of 11 and 14. It seeks to help form healthy relationships and prevent dating violence.

How It Can Be Used: While not specifically geared toward men and boys, this campaign provides a variety of materials including ecards, posters, bookmarks, pocket guides, online games, television and radio spots, activity ideas, an award-winning video, and clickable quizzes designed to inspire young people to choose respect.

Level Three:
Educating Service Providers

Level Three: Educating Service Providers



This level of the spectrum focuses on educating people to share new information and perspectives with others. In prevention efforts, “service providers” are employees of social service agencies and people who hold roles that allow them to educate and influence others. Law enforcement officers, media professionals, teachers, coaches, religious leaders, probation officers, and parents are examples of

individuals in official or unofficial positions of influence in the lives of men and boys.

Why educate service providers? There are many benefits to educating providers in promoting social change:

Access to different communities. Working with service providers will help broaden the scope, outreach, and impact on our communities and allow prevention to be a possibility on a larger scale as we gain access to the communities that providers have connections with.

Service providers are often connected to other groups (e.g., churches, schools and other institutions that they are a part of). Educating providers who in turn will educate or influence others may prove to be an efficient way of message delivery to the larger community.

For example, if working with pastors, they could influence congregations by giving sermons on the issue. Also, anti-violence information could be incorporated in their newsletter and marriage preparation courses could include healthy, nonviolent relationships information. Work with pastors could possibly change how *all* congregational pastoral counselors and lay leaders are expected to respond to domestic violence.

Service providers have access to power. Some providers have access to power that can help influence other levels of the spectrum. For instance, when working with coaches on violence prevention efforts, they can change policies on positive sports conduct in schools or the sports leagues with which they are involved.

Working with service providers helps reinforce consistent messaging. Imagine what could happen if we were to educate facilitators of fatherhood classes who have invited us to give a one-hour presentation? They would be able to reinforce the themes of respect and nonviolence addressed in our session throughout their classes. **Access to resources.** Service providers have access to different kinds of resources not available to prevention workers. Resources can include community networks, meeting spaces, funding options, political connections, etc. Educating providers can expand our work through new access to resources.

They're already doing the work. Many service providers have the possibility of utilizing their current jobs to promote violence prevention. We are not asking them to take on a new project but to take advantage of existing opportunities to engage boys and men as positive partners in domestic violence prevention.

News reporters for example, could add prevention messages to the domestic violence stories they already cover. For instance, when covering the Chris Brown and Rihanna story, reporters could discuss the things in place for Chris Brown which supported his violent behavior. They could also include information on community members and their efforts to prevent boys from receiving the same message.

They are experts in what they do. Service providers are experts in their work. Consequently, they can offer a different perspective and insight on what they have learned in working with men and boys. This may help inform and shape our work in different ways.

Examples of Level Three work for violence prevention advocates are:

- Nonviolence trainings for school teachers, health care providers, law enforcement, firefighters, clergy, coaches, etc.
- Ongoing skill-building for nonviolence activists and violence prevention advocates.
- Media advocacy training for journalists, local news stations, etc. to help frame violence as a preventable public health issue.
- Train the trainer events and conferences aimed to turn professionals into advocates against violence in their own communities.

Things to consider when working with Service Providers

Getting in the door...

- **Identify allies.** Identifying allies within the service provider group is an important step in getting in the door. Allies can help craft the best outreach approach and establish a rapport with other providers. Ally providers that are already in place like coaches, religious leaders, chief of police, etc. can help talk to other men and boys about the issue. If no current allies exist, how can such an ally be engaged? Suggestions include looking at established collaborations to identify providers and using pre-existing contact lists to expand new networks.
- **Go where they are.** Work with service providers can begin by going where they meet and attending their meetings. At what locations do men and boys get together? Consider settings such as community centers, sports leagues, men's clubs, and schools. Also, certain professions have high male populations, like police officers, firefighters and judges. Who are key service providers in those places? When and where do they meet and how can you make inroads?
- **Become familiar with the provider's culture.** Every service provider group has a certain "culture." It is important we familiarize ourselves with the provider culture to identify the language to which providers are accustomed in particular settings, the most appropriate attire, presentation style providers are most receptive to, and other considerations particular to that group. For instance, when working with male teachers to engage boys in school settings, consider addressing them as "Mr.", since this is the way teachers often address each other, regardless of age. Dress code and appropriate language are issues to consider when working in the school setting as well.
- **Meeting service providers where they are.** Gauge providers' interest and availability to determine commitment level. Some providers have the possibility of working on more long-term projects than others. For instance, in working with firefighters, schedules shift dramatically from week to week. Consider scheduling two or more meetings during the week to accommodate different schedules, but be aware they may not have a lot of available time to dedicate to a project, even if interested in the work. Engaging schools may be a project that may accommodate firefighters' schedules. Firefighters already conduct fire safety courses in schools; could they also promote healthy relationships and positive masculinity with young men they access?

- **Frame the discussion based on a deep knowledge of the audience and ensure the message resonates with the service provider group.** If seeking to work with judges on requiring that offenders attend BIPP (Batterer Intervention and Prevention Programs) and individualized counseling after the first offense, it may be beneficial to research costs to the community of having return offenders and effectiveness of prolonged counseling for changing attitudes and beliefs that support violence.



Case Study: Working with Providers

Center Against Family Violence

The Healthy Relationships Outreach (HeRO) program started in 2003 when the El Paso sector of the Border Patrol experienced three domestic violence murder-suicides in a 24-month span involving agents. They sought assistance from the Center Against Family Violence (CAFV) and mandated all Border Patrol

employees-agents, administrative and support staff, attend healthy relationship workshops. The practice continues today with new personnel. The program expanded in 2007, when then-Chief of Police Richard Wiles, asked CAFV to begin the same workshops at the police academy. Other participating agencies include the El Paso Fire Department, Sheriff's Department, and Adult Probation and Juvenile Probation.

The HeRO program is co-facilitated by a man and a woman to model healthy relationships. This four-hour training addresses several topics including the dynamics of domestic violence situations within high risk occupations. The HeRO program focuses on officer's personal relationships. Prevention Coordinator James Ojeda explains why this focus exists, "at work they have power and authority and often show violence at work in order to stay safe and keep the community safe. The HeRO program helps transfer that mentality from work and home and allows staff to think differently at home."

Ojeda envisions the HeRO program will eventually involve the entire family. To that end, he has begun to develop children's workbooks HeRO participants can take home and share with their children. The workbooks reinforce information provided in the HeRO curriculum.

Ojeda speaks about a critical piece in working with providers: "The most difficult part [of working with providers] and the one that is going to take the most time is to establish relationships with individuals leading a group/organization and gaining their interest in participation. Establishing those relationships is key." Another critical piece for the success of the HeRO program was the flexibility of meeting times and locations.

See Level 5 Activity Section to view the domestic violence policy CAFV and the Border Patrol developed together!

Making the Case for Providers

Domestic violence affects all members of the community whether they are personally dealing with the issue or know someone that is. Further, domestic violence impacts different sectors of society and agencies, organizations and institutions all play an important role in developing creative solutions to end it. When engaging or educating new partners and service providers, consider how domestic violence relates to their work. Making intimate partner violence relevant can open a door to conversation and action.

Many people accept the notion that intimate partner violence is a personal issue and something couples, specifically victims of violence, have to confront on their own. This perception further isolates victims of violence while giving abusers more power over them. Speaking to providers about domestic violence and empowering them to see their role in ending it can help them recognize that domestic violence is a community wide issue that necessitates a community wide response.

There are a variety of ways of engaging service providers. It could be very powerful to have men and boys already involved with the service provider group address the issue. We can offer presentations on the issue during meetings or meet with key service providers individually. Personal stories about men's and boys' experience with domestic violence can be a powerful tool to engage service providers.

One example of using personal stories to engage providers comes from Close to Home, an organization dedicated to preventing and reducing the impact of domestic violence in the Dorchester neighborhood of Boston, Massachusetts. They are a community focused organization and integrate the voices and efforts of their diverse community into their work. A variety of strategies are used to deliver the message that violence is unacceptable. One component of their work is the use of digital stories developed by community members to highlight the effects of domestic violence on individuals.



Case Study: Digital Stories

Close To Home

Dorchester, Massachusetts

“Digital Stories are short multi-media videos created by community members using text, voice-over, pictures, and music. Through digital storytelling, local youth, adults, and organization leaders are given the opportunity to share their perspectives or stories about domestic violence with the rest of

the community. Digital Stories have proven to be invaluable educational and outreach tools in our work to raise awareness and start conversations about the issue. For more information about producing digital stories or to order copies of digital stories on DVD, please contact Close to Home at 617.929.5151.” (Close to Home Website, Retrieved June 24, 2009, from <http://www.c2home.org/stories.html>).

Sample Digital Story

A Real Man

Dashawn Watkins

When I was younger I didn’t know hitting a girl was actually a bad thing. In fact, back then it didn’t even phase me because I was oblivious. As I got older it started to affect me. I started to get mad just hearing about it. Then I learned it was called domestic violence.

My first thought was “they actually categorized this?” I started to take a look around. I had no idea Domestic Violence was in everyday life, in the media, in the home, even amongst friends. I was really oblivious to this uprising apocalyptic virus. So now, me being the man that I am, I sit back and I think. Hitting or calling your girlfriend names isn’t going to solve anything. For me being a man is more than beating someone up and pounding my chest. It’s more like being real and true to myself. Just because she wears that, doesn’t mean I should talk to her, just because I have the strength doesn’t mean I should use it.

Love to me is supposed to be something you want to do not something you need to be doing. Love is not abuse. If I love that girl I shouldn’t put my hands on her, call her names, take her money, or take her from her friends. If I love her she shouldn’t be afraid of me. Not only does it affect her it affects your kids, your family and your friends. A real man knows how to rise above his anger. A real man knows how to handle a situation with his mind rather than his fist. So what could a man do if he’s mad? Talk to his

friends, talk to his family, play that game, make that track or get them muscles. I don't put my hands on people. Because simply put I'm a Real Man.

(Close to Home. Sharing Our Stories, Literary Magazine. Retrieved June 24, 2009, from <http://www.weareclosetohome.org/2008Journal/c2h2008Journal.pdf>)

Transforming Resistance



Making the case to men and boys about their role in ending violence against women can elicit a response of resistance. This is something to be expected given that men and boys are the primary perpetrators of this type of violence. As violence prevention advocates, regardless of gender, we want to move the audience from initial feelings of resistance to action.

Resistance to the work we are doing may be frustrating and disheartening and can occur at different points in our work with men and boys. It is important to acknowledge that resistance does not mean we are on the wrong track—sometimes it is a sign we are where we should be. When people express confusion and misinformation related to the introduction of this issue, a unique opportunity is provided to help them explore their own notions of positive manhood, hopes for the boys (and girls!) in their lives, and ideas about their potential to contribute to a healthier, safer, and more respectful future.

The way we approach our collaboration with providers may help mitigate feelings of resistance. Suggestions on how to create a welcoming space that may foster future collaborations are:

Adapting our language about domestic violence so everyone can hear our messages

As with any other field, domestic violence has a particular language in which others may not necessarily be well-versed. Language such as intimate partner violence, binary gender roles, oppression, perpetrator, ally and resiliency can be modified so they are still carrying the same weight and are accessible so others may understand. Using accessible language will allow providers to hear the message and participate in the discussion!

Use our personal allies to help deliver the message to new audiences

It can be a very effective approach to place a familiar and trusted person in front of the room to discuss domestic violence issues with men and boys. This is an excellent way to leverage connections we have and begin from a welcoming place and not one of apprehension. Building a strong connection of mutual respect with service providers is important, and a great place to start!

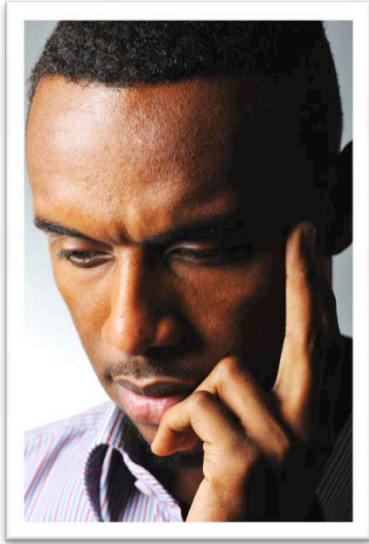
Have service providers identify how the issue affects their area

Providers are experts in their field and aware of how domestic violence is affecting their work. For instance, if working with parents, they have seen and heard the way their sons and their friends treat and talk about women. In our role as anti-violence advocates, we can facilitate this discussion by having them outline how *they* see violence against women affecting their home or community and strategize about changes they want to see and develop.

People's resistance may manifest in different ways. The following are reactions we have heard during presentations with possible responses. As always, your instinct will help guide the response you consider to be most appropriate for your particular setting.

Reaction:	Response:
Women also perpetrate violence against men. I heard of a case where a wife was actually abusing and beating the husband. He did not know what to do.	There are instances where women perpetrate violence against men and anecdotally we hear much more about those instances than what statistics support. Statistically, men perpetrate 97% of the violence perpetrated in domestic violence situations. This does not mean women do not perpetrate violence, but women's violence against men is not reported as much. There are a couple of factors that contribute to the lack of reporting by men. Shame about being victimized is definitely a big factor. Another is women's violence is often trivialized by men and communities as something almost comical and not to be taken seriously. When women are violent it is considered a joke and when men are violent it is a real threat. This is another way stereotypes about men and women can box people into dangerous situations.
Not all men are like that. I love my partner and would never hurt him/her.	Thank you for your comment. I am so happy to hear you would never hurt your partner. We need people like you to help spread the message that violence is never okay. We know peers are a powerful force for change on domestic violence issues; abusers and victims listen to peers the most. We know only a small percentage of men are abusive; they just continuously perpetrate violence against different people. People like you who model healthy relationships can help others see that violence isn't normal or acceptable.

<p>I don't believe you! I think you just hate men.</p>	<p>I think men are an important part of our community. We need healthy men to have a healthy community, that is why I am here to discuss how we can work together to change the mixed messages that teach men to be aggressive and angry. We know this attitude and behavior hurts men too: Men are more likely to be victims of men's violence, the majority of the prison population is men, specifically men of color, and men die at a younger age than women because of their unhealthy behaviors.</p>
<p>You must be gay if you're a man working to end violence against women.</p>	<p>John Trammel from Men Stopping Violence describes why he does not respond to this by saying "I'm not gay; I'm married to a woman." He states, "Homophobia keeps sexism in place as long as I can put out there that being gay is awful. Once you buy into that and that I think of you in that way, then it keeps men in their place.</p> <p>If I'm defending myself about being married, it feeds into homophobia. How do you respond in a way that does not reinforce homophobia? The goal is to address [it]... in a non-defensive way and not react to it. Use it as an opportunity to create dialogue in the room that can bring about a different viewpoint."</p> <p>Other possible responses may include:</p> <p>"I believe everyone in our community should live a life free of violence; that includes men and women. I stand with people suffering from violence to find my role in ending it. I can only hope others will do the same so we can help create a peaceful community."</p> <p>"This is not the first time, and certainly not the last time, I have heard this from an audience member. I wonder what it is about my wish to make sure my sisters, nieces, mother, grandmothers and friends are safe that makes me gay? I do not understand why men who love and respect women in their lives would not want to end violence against women, regardless of that man's sexuality. Where do you think the idea only gay men care about this issue comes from? "</p>



Overcoming Potential Barriers

Beyond people's individual resistance to anti-violence work, other barriers come up in working collaboratively with men and boys. Some issues come from individual experiences while others are deeply rooted in the violence our society fosters. It is important we look at these issues so we can make a deliberate attempt to work through them. Here are things that have come up for people:

Women have been leading the work. Women may feel reluctant to allow men to assume responsibility for ending violence against women because women have done the work for so long they are afraid to let it go. It may also be difficult for women to see men's role in ending violence against women and delegate tasks accordingly. On the other hand, some men may find it difficult to accept women's leadership because this is an unfamiliar experience. When men and women work together, they can talk about ways to honor the expertise, experiences and unique perspectives men and women bring to violence against women prevention efforts.

Building trust. Gender-based discrepancies in pay, recognition men get for doing anti-violence work and personal experiences of violence and sexism in our communities, all create barriers to trusting the intentions and actions of men interested in anti-violence efforts. It is helpful to take time to build relationships between women and girls and men and boys so any conflicts or mistrust can be addressed directly. Creating accountability and equitable opportunities for advancement, credit and compensation applicable to all anti-violence workers regardless of gender can help overcome barriers.

Creating equality. Women may fear men's socialization, as people who take control and dominate situations, will have a negative impact on the work. They may fear, given the opportunity to lead projects independently of women, men will no longer be accountable to women.

Men and women working together to end violence against women have the opportunity to practice equality. We can be mindful of who is making decisions, controlling conversations, and speaking for the group. We can strive to make sure everyone's voice is heard and no one is set up to be the "hero" or the person who is single-handedly responsible for ending violence. Some groups find it helpful to establish processes that ensure the full participation of all collaborators.

Undoing the effects of sexism

Unlearning sexism is a relevant piece of engaging men and boys in prevention. In any U. S. city the Man Box activity (see Level One) yields the same results in the expectations of what defines a “real man.” Men and boys frequently identify the same pressures to conform to negative stereotypes of masculinity. These stereotypes can be the ones that reinforce the existence of domestic violence. This is very difficult for many men to digest because they do not want to think of themselves as having anything in common with perpetrators. However, acknowledging that all men and boys receive similar messages that support violence is an important first step to developing an understanding of how we contribute to the violence around us and identifying ways to prevent it.

Emiliano Diaz de Leon a violence prevention activist and advocate states,

“I think one of the things for us as men is to acknowledge that somehow we are not different from those men... I’m in no way perfect. I acknowledge that I’m going to make mistakes and that I’ve made mistakes and that I’m going to say things that are still very much rooted in hierarchy and patriarchy and sexism and homophobia. I know that there are things that I might say or do and I want to be held accountable for those things.”

The issues previously mentioned will greatly impact our collaboration with service providers in concrete ways. The challenge for service providers and anti-violence workers is to work through these issues and create a truly collaborative effort that fosters lasting change.

Sharing leadership



Service providers are a unique population with which to work because they are experts in their field. Some providers have the possibility of moving forward independently of us. In the domestic and sexual violence field, there is frequently talk about “working ourselves out of a job,” and we can come close to realizing that vision in our work with service providers.

Sharing leadership with providers will allow us to create pockets of expertise in our community that can be self-sustaining, requiring our limited support and effort. Sharing leadership allows providers to feel personally invested in their work as they decide how best to support it.

Listed below are examples of shared leadership when working with providers:

- Have providers build their own agenda. What projects would *they* like to discuss about engaging boys and men?
- Co-leading meetings.
- What are their goals? What do they envision boy's and men's role to be in ending violence against women? What are tangible ways of accomplishing that?
- What community leaders do they feel can best support their efforts?
- What does accountability look like? Providers and anti-violence workers can decide how to hold each other accountable.

It is important to recognize our own uncomfortable feelings about relying on others to do the work we value and love. What aspects of sharing leadership may be difficult for you? What can you put in place to ease some of those concerns? What can you do to stay connected with service providers and their work?

Service Providers Assuming Leadership

When people learn about intimate partner violence and their role in ending it, it can create momentum for moving forward. This is an exciting time for all involved, prevention workers and providers alike, because a lot of work and interest was invested to arrive at a place where we can talk about the possibility of collaborating on specific projects. While this momentum is important in moving forward, it is equally important not to move too quickly.

Men and boys in service provider groups involved in anti-violence work for a while may be eager to move the project forward independently, without the guidance, input or support of violence prevention workers. There are times when independence may be appropriate and effective, and other situations in which it is better to continue work collaboratively. This is a decision violence prevention workers and service provider allies can make together.

During this process, it is valuable to consider the talent men and women may add to the efforts. As individuals who have led this movement from the beginning, women have important personal and professional experiences that can inform the work in very

unique ways. Women are also the primary targets of the violence we are seeking to combat. In this way, they play a critical role in defining how men can be allies to them.

Men offer the experience of approaching the work from their own perspective as individuals socialized by a community that supports violence. In a society that privileges men, men hold social power and have access to institutions to which women do not. Men also have access to other men which creates a unique opportunity for the exponential growth of the movement.

Case Study: Tony Bellamy



Not Tonight Domestic Violence Peace Initiative, North Carolina

Tony Bellamy is a pastor, community organizer and activist from North Carolina. As a childhood survivor of domestic violence, Bellamy understands firsthand the impact domestic violence has on communities, individuals and families. Recently at the Training Institute for Mobilizing Men conference, he spoke about how he began his community work. He described how he built relationships in the church, with pastors and a bishop. This eventually filtered down to the congregation. Now, they work with the local shelter, D.A.'s office, sheriff's department and an emergency room coordinator.

It is evident through Bellamy's story that people on the ground level are already doing the work. Men and boys want to end violence and are doing the work independently from formal domestic violence centers. The question is how can we make our presence known to each other to strengthen it?

Level Three: Activities

Educating providers to take a stand against domestic violence can start with using public service announcements or short clips to get the conversation started. Here are examples of videos you can use to educate providers. You are the expert when it comes to your community needs. Identify videos that best support your work with your community providers!

Short films

Scenarios USA: Bitter Memories

“Rob is a young man who grows up watching his father abuse his mother. When jealousy brings Rob face to face with his own violent tendencies toward women, he confronts his father’s behavior so he can learn how to be ‘un hombre vero [sic].’ Bitter Memories examines masculinity by addressing responsibility, relationships and the cycle of domestic violence.”

Scenarios Bitter Memories Part 1

<http://www.youtube.com/watch?v=xSwFfsAyXN4>

Scenarios Bitter Memories Part 2

<http://www.youtube.com/watch?v=zopuybsnJME&feature=channel>

Choose Respect: Causing Pain: Real Stories of Dating Abuse and Violence

“This 30-minute video contains true stories of teens, parents, and professionals who have been in or witnessed abusive relationships. They describe their experiences and insights so that teens and parents can recognize and prevent dating abuse in their own lives or in the lives of their friends.”

<http://www.chooserespect.org/scripts/materials/videos/videos.asp>

Coaching

This video about Joe Ehrmann’s work can be used to interest individuals in positive coaching strategies:

<http://www.youtube.com/watch?v=yQRRGlaZjNs&feature=PlayList&p=621CA26F3F4463B7&index=0>

Jason Witten speaking out against domestic violence is another tool used to engage the sports world: <http://www.youtube.com/user/wtreichler#play/uploads/2/SZfT3moZrTA>

Public Service Announcements

This bilingual, multi-racial, multi-cultural PSA from the New Mexico Children Youth and Families Department asks men to break the cycle of family violence.

<http://www.youtube.com/watch?v=HGkAYzy0Dg>

Make Your Community Safer¹

Parents can get involved in changing the environment in which their kids face difficult challenges and choices. The more your community supports the healthy development of kids and positive relations with others, the easier it will be for you as a parent. So be sure to get involved in your community.

Here are tips on how to help make your community safer:

- Encourage schools and other community organizations to adopt and enforce alcohol-, drug-, and smoke-free environments.
- Join community organizations that promote policies to help kids, like restricting the marketing of tobacco or reducing community violence.
- Support businesses that promote healthy choices for kids.
- Help other kids in your community by becoming a mentor to them, or by equipping them to become a mentor to younger kids.
- Get involved with the youth group at your place of worship or local community center.

Youth leaders, social service workers, schools, community leaders, and parents can play a pivotal role in reducing teen dating violence within communities, particularly if they collaborate with other community organizations. Many communities, youth groups, schools, and parents have already launched or participated in programs designed to prevent or reduce incidents of teen dating violence, such as Choose Respect.

¹ Choose Respect. "Make Your Community Safer." Retrieved August 18, 2009, from <http://www.chooserespect.org/scripts/parents/community.asp>

Sample letter than can be sent out to get coaches involved

Dear Coach:²

Many people judge our athletic accomplishments by counting wins and losses, but to us, our legacies are much more personal. Our legacies are defined by the number of lives we are able to impact.

Winning games is important to every coach. However, it shouldn't be our only goal. A big part of the job is helping to develop solid, responsible athletes who are able to become upstanding citizens. When we, as coaches, can teach a group of individuals to care as much about each other as they do about themselves, we have truly created a winning team.

Athletics has always been at the forefront of social change. Playing sports has helped our country break down barriers of segregation and racism; it brings the world together during times of war and provide inspiration and optimism when the public needs it most. Today, you are being called upon to address a major societal problem: violence against women. Nearly one third of the women in this country will experience physical or sexual abuse in their lifetimes. One in five teenage girls admits to having experienced dating violence. Domestic and sexual violence is clearly a pervasive problem affecting your athletes, as well as people in all walks of society.

Demeaning, disrespectful and violent attitudes toward women are underlying causes of other major societal ills such as school violence, community violence and crime.

This is not to say that athletes are more prone to violence than nonathletes, but as powerful leaders in schools and society, athletes can help affect change by understanding and representing core values of respect.

Every coach is in a position that allows him to directly influence the attitudes of his athletes and to help eliminate the disrespectful perceptions of women and girls that are at the heart of this tragic problem. The purpose of this Playbook is to provide you with coaching tips, advice and useful anecdotes from great coaches and players to help you take this issue head on.

² This letter is from the "Coaching Boys Into Men Playbook" by the Family Violence Prevention Fund. The Playbook which helps coaches talk to players about teen dating violence can be accessed online and in print form by going to <http://www.coaches-corner.org/>.

By coaching boys into men, you will help lay a solid foundation for your players' lives that will be remembered far longer than any win column.

Sincerely,

Joe Torre, Manager, LA Dodgers

M.L. Carr, Former Coach and NBA World Champion, Boston Celtics

Pete Carroll, Head Coach, University of Southern California

Family Violence Prevention/Cost Calculator³

Intimate partner violence is a silent epidemic in the United States. Every year hundreds of thousands of women are physically or sexually assaulted. Domestic violence knows no class, race or geographic bounds.

The American business community is greatly affected by this issue, but due to a lack of understanding and the stigma often associated with such abuse, companies are unaware of the true cost.

Texas Health Resources (THR) created this online [Domestic Violence Cost Calculator](#) to assist companies in understanding the annual health benefit and productivity costs of intimate partner violence.

Developed using scientific and professional literature, the Domestic Violence Cost Calculator estimates the number of physical and sexual assaults expected to occur among an organization's female employees and calculates the related medical and absenteeism costs.

How to Use

To use the calculator, determine the three figures below for your company or organization:

1. The total number of employees
2. The percentage of employees that are female
3. The company's average hourly wage

The Domestic Violence Cost Calculator takes these inputs and automatically calculates the health benefit costs, lost productivity costs and total cost.

Methodology

THR developed the Domestic Violence Cost Calculator using information from literature published by the U.S. Centers for Disease Control and Prevention, the National Academy of Sciences, and researchers Murray Straus and Richard Gelles. Utilizing a victimization rate of 116 per 1,000 female employees, the calculator computes the total

³ Texas Health Resources. Family Violence Prevention/Cost Calculator. Retrieved August 19, 2009, from <http://www.texashealth.org/14128.cfm>

number of female employees expected to be assaulted and the number of times annually these women would be expected to be assaulted.

The calculator uses data from these same sources to compute the estimated costs of medical and mental health care adjusted to 2003 dollars. Productivity costs are calculated by inputting an organization's average hourly wage. The calculator uses an average of 8.09 workdays lost per year per victim, which is figured by averaging the days lost by physical assault and sexual assault victims.

Output

It is important to understand that the final estimated costs – health benefit costs and lost productivity costs – are an underestimation of actual costs. There are several reasons for this:

- The figures do not include cases where males are the victim of domestic violence. The incidence and costs associated with male victims are not well documented.
- The figures are based on only the most extreme cases – physical and sexual assault. Less extreme abuse – mental, emotional and verbal – also result in excess medical care usage and absenteeism, but incidence and cost estimates from the literature are not readily available.
- The calculations do not include costs for non-absentee lost productivity – decreased productivity on the part of the victim (and/or co-workers) who are distracted physically, mentally or emotionally due to the abuse.

TOOLS FOR EDUCATING SERVICE PROVIDERS

For Teachers/School Administration:



Healthyteendating.org

<http://www.healthyteendating.org>

The Texas Dating Violence Prevention Team created a comprehensive kit of materials to help schools and communities counteract dating violence and promote healthy dating.

How It Can Be Used: This free online resource can help school teachers, counselors, and administrators create in-class presentations and develop a National Teen Dating Violence Awareness and Prevention Week campaign.

For Coaches:

Inside-Out Coaching

<http://www.buildingmen.org/>

Based on the belief that sport is an educational activity with the potential to develop moral and ethical character and citizenship, this seminar teaches a coaching philosophy radically different from traditional coaching models.

How It Can Be Used: The seminar can educate coaches and sports administrators to be a part of a comprehensive violence prevention program in their community.



Coaching Boys Into Men

<http://www.endabuse.org/cbim/>

This Family Violence Prevention Fund program is aimed at educating coaches to engage athletes in ending violence against women.

How It Can Be Used: Download brochures and posters to provide coaches. Also, recommend coaches visit the website www.endabuse.org/cbim for basic healthy coaching information. FVPF's "playbook" for fathers, coaches, teachers, male role models, and mentors, uniquely influence the attitudes and behaviors of young boys and is an invaluable resource. The playbook can be downloaded [here](http://www.coaches-corner.org/index.php?page=intro&show=2).

(<http://www.coaches-corner.org/index.php?page=intro&show=2>)

For Parents/Guardians/Role Models:



“Choose Respect” Campaign

<http://www.chooserespect.org/scripts/parents/parents.asp>

Choose Respect, an initiative of the Center for Disease Control and Prevention, provides messages to adolescents, parents, teachers, and caregivers that offers encouragement to treat themselves and others with respect.

How It Can Be Used: Parent-specific educational materials like a video, public service announcement, picture frame, and wallet cards can be found on the website. Places where parents gather, like PTA meetings or other school functions, are great venues for distribution of materials.



Liz Claiborne Handbooks

http://www.loveisnotabuse.com/handbooks_toughtalk.htm

How It Can Be Used: These free handbooks include a definition of relationship abuse, as well as practical guidelines and suggested questions for parents, teens, and men to use when starting a conversation with men and boys about abuse.

Resources for additional information and support are also provided.

For Faith Leaders:



Violence in the Family: A Workshop Curriculum for Clergy

How It Can Be Used: This curriculum can be used in faith based communities and purchased on various sites online like (<http://www.alibris.com/> & <http://www.amazon.com/>)



FaithTrust Institute

<http://www.faithtrustinstitute.org/>

Founded in 1977, the FaithTrust Institute is an international, multi-faith organization that works to end sexual and domestic violence. They offer training, consultation and educational materials to national and international organizations and help address the religious and cultural issues related to abuse.

How It Can Be Used: Many questions arise within a specific faith context when speaking about interpersonal violence and sexual assault. The FaithTrust Institute can be a resource for service providers and faith-based organizations because it provides guidance and practical resources to assuage those concerns. Their website includes downloadable resources as well as extensive and detailed resources for sale.

For Businesses:



Texas Health Resources: Domestic Violence Cost Calculator

<http://www.texashealth.org/14128.cfm>

After entering specific demographic information, this calculator estimates the effect physical and sexual assault have on individual businesses. It calculates the actual monetary cost and estimates how many people will experience these forms of violence. It is easy to use.

How It Can Be Used: If advocates and ally community members are going to address a business, or talk about the importance of interpersonal violence and sexual assault in the workplace, this is a helpful way of getting the conversation started. Advocates and allies can gather the information needed to complete the calculation beforehand and present the information to the larger group. If a presentation is given in a multi-media setting with people representing different businesses, participants calculate the cost of interpersonal violence and sexual assault themselves. The resulting data will be specific to their own business.

Level Four:
Fostering Coalitions and Networks

Level Four: Fostering Coalitions and Networks



This level of the spectrum focuses on bringing boys and men together through coalitions and networks to broaden prevention efforts.

“Coalitions are useful for accomplishing a broad range of goals that reach beyond the capacity of any individual member organization. Like a jigsaw puzzle, each piece is important, and only when put together does the picture

become clear. By working together, coalitions can conserve resources by reducing duplication and sharing expenses, foster cooperation between diverse sectors of society, and increase the credibility and often the impact of their efforts.” —Prevention Institute

Why foster coalitions and networks?

Engaging men and boys in ending domestic violence is a community wide issue.

Fostering coalitions and networks will allow community members to see different groups and individuals working on this issue. In doing so, community members begin to consider what *they* can do to end violence in their community. Engaging a broad range of groups and individuals (i.e., police officers, teachers, SANE staff, etc.) will strengthen this message.

Shift some of the responsibility. As people who specialize in this field we assume responsibility for completing every aspect of the work. This is exhausting and means our reach is limited to groups and individuals to whom we already have access. Working with coalitions and networks will shift some of that responsibility and allow us to work on different projects and broaden our reach.

Coalitions and networks can support the work we are already doing. Imagine what could happen if we had an advisory council of men and boys from diverse backgrounds? That council could help create community events and PSAs targeting men and boys. They could review curriculum we are using in our primary prevention efforts or become ambassadors who offer presentations in the community.

Members of coalitions and networks can affect change at other levels of the spectrum. For instance, if a school board member in our group, could talk to his peers about changing school policy on a district wide level. Such a strategy will support a change in our community climate from one that accepts violence against women to one that considers violence against women to be unacceptable.

Conservation of Resources. Coalitions and networks are a great place to dialogue and strategize about maximizing the use of a limited budget. Talking creatively with others whose efforts intersect with ours can help determine how we can partner on projects and share expenses.

Prevention advocates working through coalitions and networks can conserve their resources by working with a group of people that will assume additional projects they finance themselves.

Common violence prevention efforts on Level Four are:

- Partnering with student groups, student council, or counseling services to create a lasting program to engage boys.
- Aligning with local men's civic organizations (e.g., the Young Men's Business League, the Lions Club) or sports clubs to maximize resources.
- Working with area nonprofits engaged with young men (e.g., fatherhood campaigns, Boys and Girls Club, boys' health organizations) on a campaign that promotes healthy relationships.
- Organizing different groups and agencies to promote policy changes. Fatherhood campaigns, AIDS services, anti-violence groups and community organizers can all work together to support policy change supportive of men's health.
- Creating a Coordinated Community Response team that engages men and boys in anti-violence work.

A closer look at three approaches to coalitions and networks

Coalitions and networks may look differently depending on the need of the group or organization. Listed below are three examples of what has been done with coalitions and networks:

- **Advisory Councils:** Advisory councils can be used for a variety of things. Family Services of Southeast Texas' advisory council meets throughout the year to

organize an annual Walk Against Domestic Violence (See Level Two Case Study). Advisory councils have also been used by programs to support general male engagement efforts.

- **Mobilizing Men Taskforce:** The Texas Association Against Sexual Assault (TAASA) organizes the Mobilizing Men Taskforce. The taskforce is comprised of service providers and community members living in the Austin area working with men and boys to end violence. Meeting once a month, participants receive relevant training and share the struggles or issues they have confronted or resolved.
- **Coordinated Community Response Teams:** In many cities throughout the nation, Coordinated Community Response Teams (CCRs) are proliferating. Each is creatively structured to meet community needs. Two or more organizations can partner to form a CCR that tackles a specific need. A CCR may include domestic violence shelters, law enforcement, Sexual Assault Nurse Examiners (SANE), legal advocates, judges and lawyers while others integrate community partners who are not necessarily first responders.

CCRs are great models for prevention workers to consider because they provide a structure that can be molded to fit primary prevention efforts. Anti-violence advocates are expanding into this arena to enhance and inform their primary prevention efforts targeting men and boys.



CCR Case Study: LA VIDA, Southwest Detroit Partnership to Prevent Intimate Violence Against Latina Women

Contributed by: Tammy Lemmer, Senior Program Manager
Michigan Coalition Against Domestic and Sexual Violence

LAVIDA is a project of the Community Health and Social Services Center in Southwest Detroit, Michigan. LAVIDA and CHASS serve a primarily Latino community, and provide culturally specific resources and information. One of these projects involves working with non-offending males through Spanish-speaking churches. In collaboration with the University of Michigan, they have developed a culturally appropriate primary prevention curriculum (Raices Nuevas Program) for adult men in a group setting. Men report they enjoy the groups and find it helpful to have the groups held in Spanish with a facilitator who understands their culture and the importance of preventing violence against women. This program enhances the pre-marital counseling process that includes a one session domestic violence prevention presentation offered at retreats for couples.

LAVIDA conducts art-based activities and peer-education programming for youth. Their efforts involve parents and are held in conjunction with intergenerational community events creating a comprehensive approach. The program collaborates with a local youth theatre group to write, produce and star in a dating violence play. Youth find activities engaging and report that this helps them understand prevention concepts. Focusing on individual, family, and community factors allows for maximum change within the target population and reinforces concepts taught to different population sectors.

Finally, LAVIDA has engaged men and boys through locally developed Spanish-language Public Service Announcements and domestic violence prevention materials and brochures distributed through local sports leagues.

For more information, contact Jessie Urban, the program coordinator at 313-549-3104 or JUrb@chasscenter.org

Considerations when fostering coalitions and networks

Approaching men and boys

A great place to start a coalition is with obvious partners. Other service-based organizations likely to support anti-violence work are men-focused non-profits such as fatherhood campaigns, Boy Scouts chapters, support groups for men, college fraternities, groups working to end other forms of oppression (i.e., racism, poverty, heterosexism, etc.), Lions Clubs, or associations of male faith leaders. Other likely partners are victim services organizations, law enforcement groups, CPS workers, and other family advocates.

- What new, non-traditional networks and coalitions of men and boys can be engaged in prevention work?

It is a great idea to think outside of the box when fostering effective coalitions and networks. Are there community partners engaged who would not be normally considered in collaborative efforts? What about Boys' Clubs, high school sports teams, men's athletic organizations, Big Brothers/Big Sisters, businesses, corporations and civic organizations with male members?

- How will groups reach new coalitions and networks?

When thinking strategically about others to engage in prevention efforts, the question arises: "*who is at the table?*" However, engaging non-traditional partners necessitates the question: "*how do we get to their table?*"

Draw on the power of community allies. Investigating current community allies with an "in" to traditional and non-traditional violence prevention partners is a good outreach beginning point. These allies help groups gain entry because they have an established rapport with groups and individuals. This is a great place to begin coalition building and to gain buy-in from the group. Allies can also help mentor new men and boys and keep men and boys accountable.

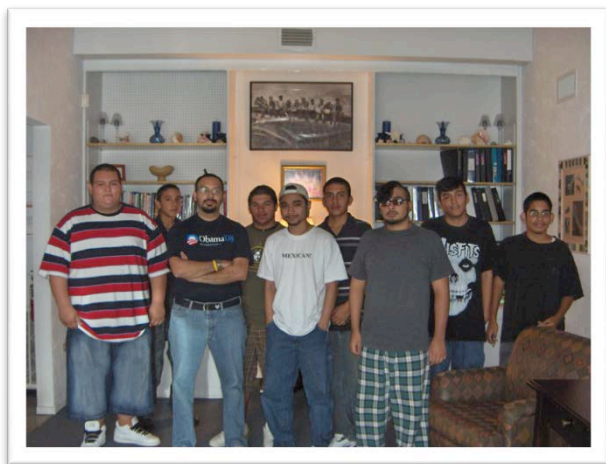
Leadership

Work with coalitions and networks is different, from efforts with advisory councils and coordinated community response teams. Coalitions and networks afford the opportunity to work collaboratively with groups and individuals in diverse settings. Sharing leadership can be very positive in this context. A benefit of sharing leadership includes building self-standing groups with whom we can follow up at intermittent points. This will free up time so new projects and growth efforts can be undertaken. Sharing leadership also suggests domestic violence service providers are not solely responsible for ending violence in our community, but rather that we all play important roles in our personal and professional lives in ending violence.

In this case study, Emiliano Diaz de Leon, the founder and executive director of the Men's Resource Center of South Texas describes the importance of shared leadership in creating a sustainable organization.

Case Study: Men's Resource Center of South Texas (MRC)

Harlingen, TX



The MRC was begun primarily by members of the Harlingen community. Emiliano Diaz de Leon began organizing men by speaking about a variety of issues of concern to men in the community. They soon became interested in creating a more formal organization catering to the needs of men and boys around violence prevention.

The MRC sought to replicate the model of the Men's Resource Center of Northern New Mexico which was based on the model of the Men's Resource Center for Change in Amherst, Massachusetts (<http://www.mrcforchange.org/>).

The first step in creating the MRC was to create a volunteer steering committee that met for a year and developed the organization. After the first year, the MRC rented space to provide services to men on an individual and group basis. The MRC served the South Texas Community for five years. Emiliano reflects on the disintegration of the organization.

"I think... in retrospect I didn't do enough to make it sustainable in developing leadership and sharing responsibility for the organization. We hadn't done enough to ensure it would be sustainable, which is true for a lot of movement work. When it's around a particular individual, the individual dies or leaves, the whole thing just comes crashing down. We didn't... set ourselves up for transition. The folks at the Men's Resource Center in Amherst, Steven Botkin, my mentors all told me ...'you need to set yourself up for that.'"

I would have developed a lot of leadership from the beginning ... doing more leadership development, training,... mentoring, and shared the responsibilities. Everybody would have a job and share responsibility for the organization.

The MRC was identified with me; it was not identified with anyone else involved with the organization. I was the persona of the organization."

– Emiliano Diaz de Leon, Men's Resource Center of South Texas, Founder and Executive Director

Accountability

At this level of the spectrum, to whom should we remain accountable? What is accountability? Accountability looks different depending on the group's unique experience and context in which they work. Here are ways accountability can look:

Accountability to Survivors Survivor's stories are powerful. They are real life accounts of the violence we seek to end. As such, coalitions and networks will often use survivor stories or the women killed list to create domestic violence awareness and support primary prevention efforts. It is important to ensure we are honoring survivors by listening to their story, asking permission to recount their story on their behalf or, asking family members for permission to tell the story of deceased victims.

Accountability to violence survivors within the context of engaging boys and men takes on a unique manifestation. In men's and boy's socialization they are taught they are the heroes in the community. They are responsible for saving the day when people are in trouble. This can be a barrier to supporting survivors because it can silence survivors and deny them their human agency. Similarly, coalitions and networks may approach this from the "hero" perspective and engage boys and men from a save the victims of violence perspective as well.

To counter these issues and ensure survivors are perceived as possessing the power to create change around issues they are most affected by, coalitions and networks may consider how survivors can contribute to and inform their work. There is a fine line between walking side by side with someone as an ally and walking in front of them. This is one situation where that distinction is blurred and difficult to identify. Coalitions and networks interested in engaging boys and men will want to be thoughtful of their approach and make certain they are not replicating an accountability system that benefits men to the detriment of survivors of violence.

Accountability to the agencies they are representing Members of coalitions and networks will be representing their agencies, organizations or schools. Because membership can shift and change, it is important to consider how coalition or network efforts can be aligned with groups represented to ensure continued collaboration after existing members depart. If the coalition is comprised of judges, city council representatives and law enforcement officials, the coalition may weigh their options in endorsing political candidates as this may jeopardize existing and future collaboration with individual members.

Accountability to Women Coalitions and networks may be comprised of men and boys seeking to engage other men and boys in ending violence against women. How can men and boys partner with women in this context? How can we inform the larger anti-

violence movement by aligned efforts? Men can be accountable to women by giving credit for the work they have done. Also, men can structure coalition efforts to include women's input on coalition decisions and actions. This will be different for each coalition and network.

Public Praise and Accountability

Many times in anti-violence settings when men speak against violence they are applauded and commended for simply being in the room. Often such praise overlooks women and women's work. Some men have reacted by asking that the audience not applaud for them and to instead applaud the women in the room who have been involved in violence prevention for decades and whose efforts made it possible for all to be present. Other men have stated that men should be expected to be involved and having a handful of men in the room is not enough. Their presence in the room, they say, should be seen as a first step of progress to come.

Accountability to each other

Remaining accountable to the group can mean everyone carries equal weight for anti-violence work. It can entail individual members hold each other accountable for ways in which they continue to perpetrate violence. Detailed below is an example of accountability from the Workers Defense Project's membership base.



The Workers Defense Project/Proyecto Defensa Laboral (WDP) is a membership-based worker's rights organization for Latinos/as based in Austin, Texas. The membership base is comprised of 75% of males and 25% females.

"Some people in our group have become very politicized about women's rights and issues they had never thought of before. Our goal is for members to be spokespeople that push the

membership and remind everyone the liberation of women is about the fair treatment of all workers." Cristina Tzintzún, Staff Member, Workers Defense Project

At WDP, when comments are made in public that support gender roles, men and women collectively assert such comments are not helpful in achieving organizational goals and vision of improving the working conditions of *all* workers. WDP also has a process in place for dealing with sexual harassment issues that arise among their staff and membership base (See Level Five Case Study: Workers Defense Project).

Taking the time

Building a coalition or network can take time and attention to detail. However, the long process is beneficial because it will create a solid foundation on which a coalition or network can grow. The initial phases of coalition and network building involves a lot of discussions centered on group objectives, goals to accomplish, creation of group guidelines, identifying a decision making process and outlining different roles within the group. This process can be difficult because the group may appear at a stand-still, talking a great deal and not taking action. Anti-violence workers can do the following to keep men and boys interested during the process:

- **Working on short term projects** Short-term projects can be used to gauge men's and boy's interest and investment in ending violence against women. This may be a good place to begin to identify traditional and non-traditional partners interested in working on these issues for a longer period of time through creating more formalized self-standing coalitions and networks. Short term projects can include joining anti-violence advocates at information booths, creating a contact list of key people to whom they are connected, and creating a community event targeting men and boys.
- **Offering trainings** Offering train the trainer workshops to your coalition or network can be worthwhile. This will allow the group to be on the same page and will provide the skills to begin to offer trainings in their communities.
- **Making meetings fun** Be creative! What fun activities can you develop to keep meetings fun? Icebreakers, Men Stand Ups (see activity section in Level One), movies and team building activities are great ways of keeping people interested and help reinvigorate people's interest.
- **Meeting local providers** Scheduling meetings and outings with other groups working on ending violence against women can help coalitions and networks stay interested as they begin to see they are not alone. It can also be a source of inspiration for people not exposed to these organizations in the past.
- **Offering next steps** Ensure members of coalitions and networks leave meetings with tasks to complete before the next meeting. After a meeting, boys and men can send emails or post flyers about an upcoming local domestic violence event. They can research models for doing male engagement work they feel will benefit the group. Be creative about the tasks you assign, but make sure you follow through with suggestions offered so that they feel their ideas are valued.

- Taking the time to build a strong coalition or network has many benefits, including a sense of shared ownership, long-term commitment and relationship building that will support future collaboration.

For more information on how to build a successful coalition, see Activities Section on this level, *Building Coalitions: An Eight Step Guide* from the Prevention Institute.

Level Four: Activities

Building Effective Coalitions⁴

Increasingly, the problems that communities need to resolve are complex, requiring comprehensive solutions. Addressing issues such as health promotion and chronic disease prevention requires the inclusion of people from diverse backgrounds and disciplines. Work in partnerships, collaborations and coalitions can be challenging but a powerful tool for mobilizing individuals to action, bringing community issues to prominence and developing policies.

The Eight Steps to Effective Coalition Building is a framework developed by Larry Cohen, et al, for engaging individuals, organizations and governmental partners invested in addressing community concerns. The complete document (available at www.preventioninstitute.org) offers concrete steps towards building effective partnerships and provides tips for making collaborations and partnerships work.

1. Discuss and analyze the group's objectives and determine coalition need(s)

A coalition is a prevention tool, so groups must be specific about what needs to be accomplished. After the needs have been determined, the group must consider if a coalition is the best approach to meet the identified needs. Groups must ask the following questions: What are we trying to accomplish? What are our community's strengths and needs? What are the pros and cons associated with the proposed collaboration? What are our objectives and what types of activities seem logical? Cohen suggests using the Spectrum of Prevention to help define a group's possible actions.

2. Recruit the right people

The group's objectives will prescribe the type of coalition developed. Some groups may choose to start small to accomplish specific tasks and then strategically expand. Depending on the needs of the coalition, either program directors or front-line staff should be encouraged to attend. In addition, invite community members, youth leaders, and politicians. The size of the group matters. It takes large groups longer to define and agree on common objectives and activities. Yet large groups

⁴ The full document, *Developing Effective Coalitions: An Eight-Step Guide*, written by Larry Cohen, Nancy Baer and Pam Satterwhite, is available at: www.preventioninstitute.org

may have access to greater resources that may be required for accomplishing certain tasks.

3. Adopt more detailed activities and objectives suiting the needs, interests, strengths, and diversity of the membership

A key to a successful coalition is the early identification of common goals and benefits of working together. The coalition must avoid competing with its members for funding. An important consideration for adopting specific coalition activities is to identify some short-term outcomes. For example, if a coalition's objective is to increase public knowledge about chronic disease as a preventable community problem, a short-term outcome could be the publication of two editorials in the local newspaper.

4. Convene coalition members

A coalition can be convened at a meeting, workshop, or conference. The lead agency should plan the first meeting using a time-specific prepared agenda, a comfortable and well-located meeting area, and adequate refreshments. It is appropriate to prepare a draft mission statement and proposal for coalition structure and membership. Anticipate that not all invited members will become coalition members.

5. Develop budgets and map agency resources and needs

Lead agencies usually provide staff time to keep the coalition up and running and to handle detail work. Though coalitions can usually run on a minimal budget, each member's time is a valuable contribution.

6. Devise the coalition's structure

Structural issues of the coalition include: how long the coalition will exist, meeting locations, meeting frequency and length, decision making processes, meeting agendas, membership rules, and participation between meetings by subcommittees or planning groups. Templates of different coalition structures should be collected prior to the meeting and presented for discussion to reduce the time needed to make management decisions.

7. Plan for ensuring the coalition's vitality

Methods for noting and addressing problems, sharing leadership, recruiting new members, providing training on identified needs, and celebrating success can help ensure a coalition's viability and success. It is very important to recognize both the individual and organizational contributions to a coalition each step of the way.

8. Evaluate programs and improve as necessary

Each coalition activity and event should include evaluations. This can be as simple as a satisfaction survey or it could be the more formal use of pre- and posttests of specific subject knowledge.

Preparation for the First Meeting⁵

1. Develop two goals for the first three months of outreach efforts and prioritize them.

1.

2.

2. For each goal, list strategies to help you accomplish that goal, a timeframe to complete each strategy, and which staff will be responsible for ensuring action.

Goal 1:

Strategies	Time Frame	Staff Responsible
1.		
2.		
3.		
4.		
5.		

⁵ Warrier, S. (2000). Building Comprehensive Solutions to Domestic Violence: Outreach to Underserved Communities. Preparation for the First Meeting. Retrieved August 19, 2009, from http://new.vawnet.org/Assoc_Files_VAWnet/BCS_UnSer.pdf

Goal 2:

Strategies	Time Frame	Staff Responsible
1.		
2.		
3.		
4.		
5.		

3. Develop a list of important points about your program that you are going to share with members of the community during the first meeting:

4. List at least two things you might say that you think would “turn off” community members:

5. List at least two things you think community members might say that would “turn you off”:

This worksheet can be a great tool to use when networks and coalitions are figuring out what communities or groups they want to engage in their outreach efforts!

Getting to Know Your Selected Community⁶

Instructions:

- Read through the entire sheet.
- You will not have time to complete the entire worksheet.
- You will need to gather more information before you can complete some of the sections. It is important to try to be as complete as possible and to be open to the possibility that there may be multiple and differing views from the community about the community.
- Try to identify how you will gather information you need.
- Make sure your program team completes Questions 2, 5, and 6 during the training. The trainers will process those questions with the entire group.

1. Select one group that will be the focus of your outreach efforts in the next year.

2. List three beliefs you have about the group.

1.

2.

3.

Where did you get that information?

⁶ Warrier, S. (2000). Building Comprehensive Solutions to Domestic Violence: Outreach to Underserved Communities. Getting to Know Your Selected Community. Retrieved August 19, 2009, from http://new.vawnet.org/Assoc_Files_VAWnet/BCS_UnSer.pdf

3. List three ideas you have about the group that you think might be misconceptions.

1.

2.

3.

How did you get those “ideas” about the group? How will you find out if they are misconceptions?

4. Describe your attitude towards the group.

Do you think it is the “correct” attitude?

5. List the five key issues in the community.

1.

2.

3.

4.

5.

6. Where do the women in the community go for help?

7. List the key demographics for the community – e.g., population size, % males vs. % females, income levels, total number of adults etc.

If you don't know, how will you get this information?

8. What do the community members see as their service needs?

9. What do you think are the community's attitudes and beliefs regarding domestic violence?

10. Describe how the community is currently dealing with domestic violence.

If you don't know, how will you get this information?

11. List the leaders of the community, including at least two leaders who are women.

12. Describe how the community views your program and the advocacy/services it provides.

13. List at least two things your program will gain from outreach to this community.

1.

2.

Process Questions 2, 5, and 6 with the entire group.

Trainer Notes to process Questions 2, 5, and 6:

- It is critical that you process Question 6. If you are running out of time, start with it.
- **Question 2:** Program teams will come up with varying answers depending upon the community the selected. List their answers on newsprint. Ask participants where they obtained the information that led to each belief. Stress the point that whenever we take the time to consider our beliefs or misconceptions we usually discover that they have arisen from very limited information or from bad experiences with individual(s) from that particular community. To do effective outreach, each advocate/program must go beyond beliefs and misconceptions.

- **Question 5:** Again, there will be a variety of answers. List them on newsprint, by community. Stress that if a program team does not have the information, they need to figure out how to get it.
- **Question 6:** Encourage participants to generate a range of answers. List these on newsprint.
- Possible answers:
 - clergy
 - public leaders
 - grassroots leaders

Stress that finding out this information is essential to developing a successful outreach effort to a community. Programs must take the time and make the effort to gather this information.

Remind participants that they can continue to complete Worksheet #4 with the rest of their program personnel. Give participants some information about sources of information about communities.

Trainer notes on sources of information about the community

- Sometimes, advocates can obtain some of the information they need from an individual from a particular community whom they already know. This type of connection is critical and will be of enormous assistance. However, it is important to remember that this person is an individual and just one person. She/He may not have all the answers, or has different experiences from others in the community. Learn as much as possible from her/ him; but advocates may have to seek information from different sources as well.
- If a program can figure out to whom the women go to for help (remember, in many cases community leaders are men), participants then know with whom they have to build linkages. Again, there are tremendous differences within communities. In some cases, women prefer not to seek help from within the community and would rather do so from “outsiders” (this is often the case in small, closed communities).

TOOLS FOR BUILDING COALITIONS AND NETWORKS

Toolkit for Working with Men and Boys

<http://toolkit.endabuse.org/Home.html>

How It Can Be Used: Refer to the “Build Partnerships” section of the toolkit for information and resources on creating community coalitions and networks.

The Community Toolbox

<http://ctb.ku.edu/en/>

The Community Tool Box is the world's largest free information resource on essential skills for building healthy communities. It offers more than 7,000 pages of practical guidance in creating change and improvement, and is a growing global resource.

How It Can Be Used: This tool can help groups craft any community engagement project, including working with men and boys. Because it is comprehensive, a quick perusal of the table of contents should lead to answers for most community engagement questions.

Outreach to Underserved Communities

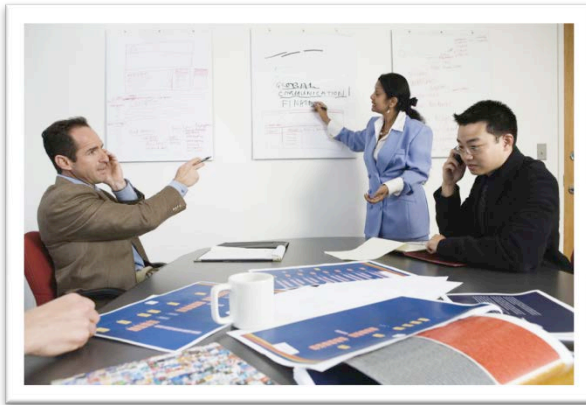
http://new.vawnet.org/Assoc_Files_VAWnet/BCS_UnSer.pdf

This curriculum by Sujata Warriar supports community engagement by looking critically at the work in which individual agencies are engaged. It has several worksheets and poses important questions beneficial for groups examining the effectiveness of community engagement strategies.

How It Can Be Used: This curriculum can assist organizations in identifying underserved communities on which they want to focus and build new coalitions and an effective community outreach plan.

Level Five:
Changing Organizational Practices

Level Five: Changing Organizational Practices



This is often the most ignored—and the most essential—level to address on the Spectrum of Prevention. This level is important because it supports long-lasting change— change that can outlast most organizations by adopting policies and norms to improve health, safety and creating new models of operation!

Why change organizational practices?

To create long-lasting systemic change. If policies that govern behavior in an organization are changed, the change made is collectively beneficial and long-lasting.

To become the change we want to see in the world. Doing anti-violence work feels overwhelming. There are many things we want to change but we can only do so much. Changing internal organizational practices and modeling the change we want to see may provide other groups with a sample policy or practice that may be helpful in understanding the scope and feasibility of the change. When we expand this transformation to support other community organizations that influence men and boys, we realize our dreams for community change.

Set up policies and practices to counter sexism. Sexual harassment and domestic violence issues will develop in formal work environments and community organizations. Groups can address these issues preemptively by having policies dictate how to respond if these issues arise. This can create an accountability system that fosters social norms change.

Create healthy environments. It is good to remember that community organizations and Anti-violence organizations are not exempt from replicating systems that support sexism. Hiring practices, pay raises and promotions can be evaluated to ensure all employees are being treated fairly regardless of gender identity. By creating formal structures, it is difficult for violence and oppression to prosper in the places that we work, organize and congregate. We can ensure healthy environments that support equal access.

See the “Gender Equality Principles Assessment Tool” in the activity section of this level for internal workplace evaluations groups and organizations can conduct. Similar tools have been employed to assess an organizations’ racism, abelism, classism, heterosexism/homophobia, etc.

Common Level Five advocate prevention efforts:

- Working with school boards, personnel, students and parents to create comprehensive anti-bullying/sexual harassment policies
- School-wide comprehensive prevention effort targeting teen dating abuse and violent behavior that includes bystander and male engagement components
- Creating policies in sports associations affecting coaching strategies and delineating acceptable coaching behavior
- Changing curriculum at seminaries and Sunday schools to include healthy relationships
- Juvenile detention facility policies that include education, counseling, vocational training, alternative housing options and caseworker support for young people transitioning out of detention facilities
- Comprehensive workplace response to domestic violence and sexual harassment that includes work release time to attend meetings/hearings/counseling, escorting affected individuals to and from vehicle (if desired), prohibiting perpetrator on premises, flexible schedule, and posting domestic violence services information in all bathrooms, etc.

In this case study, Cristina Tzintún a Workers Defense Project (WDP) staff member, describes how the WDP responds to sexual harassment issues that arise in their membership-based organization. Cristina asserts since the process was put in place, sexual harassment issues have decreased significantly.



Case Study: Workers Defense Project (WDP)

At the Workers Defense Project people are taught to respond directly if they are being sexually harassed. However, if the victim is not comfortable with speaking to the offender directly, the director will meet with the victim and seek to identify what s/he would need in order to be comfortable again. The director meets with the offender, reminds him /her of gender equality principles created collectively; outlines the victim's needs and asks the offender to respect those needs. The director does not seek to punish the offender, but move them toward doing the right thing in the future. If the behavior persists, the director will meet with the offender again. If the behavior continues the person is asked to leave the organization.

Considerations when changing organizational practices

- Who takes the lead in changing organizational practices? Two sample approaches...
 - Leadership in changing organizational practices that contribute to violence against women can look many different ways. Groups may employ empowerment models allowing members or employees to create policies they will follow. This strategy helps promote buy-in and accountability in groups and organizations. The Workers Defense Project (WDP) undertook this approach when developing the Gender Equality Principles their primarily male membership base would follow (see sidebar). The straightforward principles seek to affect different aspects of

Women's Rights are Worker's Rights

The Workers Defense Project's
Gender Equality Principles:

In The Home:

- Negative gender stereotypes should not be reproduced in the home.
- We need to share household chores, be fair, and achieve equality in the home and family.
- Men and women should have the same responsibilities in child rearing.
- There should be equal treatment; we should not have competition amongst genders.
- Partners and families need to communicate and respect one another.

At the Workplace:

- We need equality at the workplace. With sufficient training, men and women have the same ability to do any type of work.
- Women and men should receive an equal and fair wage.
- Women should have the same opportunities as men to advance in the workplace, including receiving promotions and raises.
- All workers should be free of discrimination such as gender inequality and sexual harassment.
- If women are victims of abuse, discrimination, or sexual harassment they should have the power to denounce these injustices. Men have the responsibility to support them in denouncing them! We are all responsible for creating a dignified work environment.

In WDP:

Men and Women have the same right to share their opinions and have their perspective be respected.

- It is our duty to create a space where women and men feel comfortable participating. Women and men have equal opportunities within WDP.
- We will continue to develop a better understanding of gender equality through dialogue about the subject within WDP.
- We support women who have suffered abuse at the workplace in overcoming fear of speaking out, and denouncing these injustices.

worker's lives. In addition to creating systems of accountability that ensure members adhere to these principles, WDP members receive training on becoming allies to women who are victims of sexual harassment, wage inequality and other forms of gender based discrimination in the workplace. Additionally, they receive training on the women's movement, right to choose, voting rights, women of color in social movements and the anti-violence movement.

- Another approach is for anti-violence advocates to position themselves as consultants to groups interested in changing their organizational policies and working with the Border Patrol and drafting a comprehensive policy addressing domestic violence issues among their staff. A copy of the policy can be found in the "Activities Section" of this level of the spectrum.

Making the case to those in power



An organization may not realize how their work can promote men's and boys' nonviolence or how changing their policies and practices can support non-violence efforts. As consultants, anti-violence advocates can work with target group allies to identify ways to help make the case.

For instance, if you were approached by a church community ally about changing policies and practices within their

congregation to support engaging men to end violence against women, the following talking points can be used to address those in power:

- Texans are strongly connected to their faith. Texas has the highest percentage of religiously affiliated individuals in the United States (Accessed July 23, 2009 <http://en.wikipedia.org/wiki/Texas>). Working with churches to create community change is a necessary component to sustaining healthy communities.
- Men and boys comprise the vast majority of violence perpetrators. In some instances of domestic violence, men have used the Bible to justify gender norms and the violence they perpetrate. Changing policies and practices within religious communities making work with men and boys possible, opens the door to

understanding these are misinterpretations of biblical scripture. Such changes further positive relationships centered on faith and help solidify the community.

- Male religious community leaders hold moral authority and can change the way other men think about and respond to violence. They also have the power to change community structure policies and practices and support each other throughout implementation changes.
- Religious communities help create and foster social norms, adapting the interworkings of faith communities to support healthy relationships can help transform our larger social environment.
- Men's ministries and religious groups are working together on ways to support and hold each other accountable through their faith. These groups are excellent places where anti-violence workers and religious leaders can look to guide policy changes they want to see in their religious community.

It can be a point of pride and distinction for schools and organizations that, in addition to doing their jobs, they are working with boys and men to create a safer community. These efforts can be highlighted publically to keep the momentum going. Highlighting such efforts may include posting information about their work to end violence on websites, printed or electronic materials, recognition at annual conferences, nominations for community awards, articles about collaborative efforts in local newspaper, etc.

People have an interest in ending violence against women

Engaging men and boys in ending violence against women can happen in different spaces like schools, businesses, and churches. Each of these spaces provide a new and unique opportunity to work with men and boys in a meaningful way. People have a personal connection to this issue and want to be part of the solution. The groups and organizations to which men and boys belong share interests and goals with anti-violence work that can provide a basis to begin collaborative efforts.

Changing organizational policies and practices does not mean overhauling systems in place; it means adjusting them to prioritize ending violence against women.

The Workers Defense Project in Austin, Texas supports and promotes worker's rights. Because they are tackling human rights issues, ending violence against women becomes a natural extension of their work. Independently from anti-violence agencies, they have identified policies and practices that directly address women's safety and

gender equality. Similarly, when supporting other groups through policy transformation, anti-violence agencies can use the intersections between that agency and ending violence against women as a way to identify policies and practices that can be implemented.

Violence against women costs communities money.

Individuals in for-profit organizations have an interest in ending violence against women. A 2003 report estimates the annual cost of intimate partner violence against women at \$5.8 billion dollars.⁷ This includes loss of productivity from people missing work and medical costs for people with physical and emotional health issues. Organizations have a vested interest in stopping domestic violence because decrease in work productivity and absenteeism is a consequence of domestic violence.

The Texas Health Resources' Domestic Violence Cost Calculator in the tools section of this level of the spectrum is a great resource to help groups understand the monetary cost of domestic violence.

Anti-violence advocates have endless possibilities for fostering community collaborations to create lasting change through changing group policies and practices. Many collaborations happen across the state with unlikely partners. As we move to engage men and boys to end violence against women, our challenge is to remember domestic violence affects everyone at all levels of social reality including their personal and professional lives. We are tasked to engage them on all levels so they consistently receive the message that violence against women is unacceptable. Changing workplace policies and practices will lower the risk of workplace violence, maintain employee safety and work attendance and help to shift social norms in the larger society.

Organizational Policies and Practices Help Reflect Society's Gender Norms

The places we work and play help shape our larger social climate and what we consider acceptable and unacceptable behavior. Although we focus on two specific cases below, this concept is transferable to different aspects of society. Think of other places where this may apply in your community. How can you work within those places?

⁷ National Center for Injury Prevention and Control. "Costs of Intimate Partner Violence Against Women in the United States." Atlanta (GA): Centers for Disease Control and Prevention; 2003. 5 January 2009
<http://www.cdc.gov/ncipc/pub-res/ipv_cost/ipvbook-final-feb18.pdf>.

SPORTS



The sports world has become an important area where groups and individuals have engaged boys and men to end violence in their communities. The manner in which men and boys interact in the sports world has come under scrutiny as a space where gender violence is enacted and where it can be transformed. Boys and men are impacted when they call others

“sissies”, discuss their sexual prowess in the locker room or when coaches degrade teammates by saying they are “throwing like a girl.” These attitudes and behaviors affect the way that boys and men think about and treat girls and women beyond that space confinement. Sports players are important pieces of the prevention puzzle, especially in Texas. They are well-respected, valued and admired members of their communities.

Changing organizational policies and practices in the sports world and creating policies that normalize healthy relationships can change the way communities view and treat women. Some practices that have changed in sports settings are: allowing everyone on the team to play, creating systems of accountability to eradicate offensive remarks and talking to players about healthy relationships. Imagine what could happen if the entire high school football team said violence and aggressiveness toward women was not cool? This will impact the school’s climate and extend to environments young men congregate.

CAFV

The Center Against Family Violence (CAFV’s) comprehensive approach in working with the Border Patrol to end domestic violence is another model for changing organizational policies and practices. The policy change (see Activities Section on this Level) and the HeRO program (see Case Study on Level Three of the Spectrum) were a result of the collaboration between CAFV and the Border Patrol. According to James Ojeda, HeRO Program Prevention Coordinator, 95% of El Paso Border Patrol Agents are men.

The El Paso sector of the Border Patrol sought CAFV’s help after experiencing three agent-related domestic violence murder-suicides in a 24month period. Their policy outlines responses to domestic violence incidents perpetrated by Border Patrol agents. It includes training all staff on domestic violence related issues, identifying an abusive

Level Five: Changing Organizational Practices

relationship and outlining appropriate responses. It is important to note this policy works at focusing on Border Patrol personnel's outside relationships and not their experience in responding to domestic violence on the job. The policy helps create social norms about violence that impact the greater community.

Changing organizational policies and practices is an important piece in creating accountable communities where violence against women is unacceptable. Determining ways to support this environment in diverse settings can advance and support the change we want to see in the world.

Level Five: Activities

Sample Policy

Collaboration between the Center Against Family Violence and the Border Patrol

CENTER AGAINST FAMILY VIOLENCE REFERENCE GUIDE TO DOMESTIC VIOLENCE IN THE WORKPLACE

CAFV SERVICES: Shelter for Battered Women, Family Resource Center, Battering Intervention and Prevention Program (BIPP), Community Education & Outreach, Volunteer Services, and Ritzy Raggs Resale Store.

- 1. PURPOSE:** U.S. Border Patrol is committed to promoting the health and safety of our employees. Domestic Violence is a leading cause of injury to women in this country. The purpose of this policy is to heighten awareness of domestic violence and to provide guidance for employees and management to address the occurrence of domestic violence and its effects in the workplace.
- 2. DEFINITIONS:**
 - A.** Domestic Violence: A pattern of coercive behavior that is used by one person to gain power and control over another, which may include: physical violence, sexual, emotional and psychological intimidation, verbal abuse, stalking, and economic control. Domestic violence occurs between people of all racial, economic, educational, religious backgrounds, in heterosexual and same-sex relationships, living together or separately, married or unmarried, in short-term or long-term relationships. Domestic violence is a major cause of injury to women, although men also may be victims of such violence.
 - B.** Batterer, Perpetrator, or Abuser: The individual who commits an act of domestic violence as defined above.
 - C.** Batterer's Intervention Programs: Programs that batterers attend designed to eliminate violence in intimate relationships, stop other forms of abusive behavior and increase victim safety. Inappropriate batterer's intervention programs include, but are not limited to: couples, marriage or family counseling and anger management courses. These programs have proven to be ineffective in stopping domestic violence. Individual

counseling/ or therapy is only effective after the batterer has completed meaningful work to stop their emotional and physical abuse. Counseling may result in confusing empathetic statements, with supporting their position against their partner, therefore reinforcing justification for the abuse.

- D. Survivor or Victim:** The individual who is the subject of an act of domestic violence.

3. POLICY:

A. Early Intervention and Education Prevention Strategies

- 1.** It is the policy of U.S. Border Patrol to use early prevention strategies in order to avoid or minimize the occurrence and effects of domestic violence in the workplace. U.S. Border Patrol will provide available support and assistance to employees who are survivors of domestic violence. This support may include: confidential means for coming forward for help, resources and referral information, additional security at the workplace, work schedule adjustments, or leave necessary to obtain medical, or legal assistance, and workplace relocation. Written resources and referral information will be available in all the languages spoken by employees. Other appropriate assistance will be provided based on individual need. In all responses to domestic violence, U.S. Border Patrol will respect the confidentiality and autonomy of the adult survivor to direct her or his own life, to the fullest extent permitted by law.
- 2.** U.S. Border patrol will attempt to maintain, publish, and post in locations of high visibility, such as bulletin boards and break rooms, and on the El Paso Sector Website, a list of resources for survivors and perpetrators of domestic violence, including but not limited to: CAFV Hotline (915) 593-7300, the National Domestic Violence Hotline number (800)799- SAFE, Employee Assistance program (800) 467-3277, Chaplin and Peer Support information, a list of local batterer's interventional programs, such as Battering Intervention and Prevention Program (BIPP) (915) 562-0077 and Alternative Center for Behavioral Health (ACBH) (915) 565-4800.

B. Domestic Violence Involving Border Patrol Employees

- 1.** The U.S. Border patrol is committed to providing a workplace in which domestic violence is neither tolerated nor excused. Any physical assault or threat made by an employee while on the U.S. Border Patrol premises during work hours, or at a U.S. Border patrol sponsored social event is a serious violation. This applies to acts against other employees and acts against all other persons, including intimate partners. Employees found to have been in violation may be subject to corrective or disciplinary actions, up to including dismissal.
- 2.** Employees who are convicted of a crime as a result of domestic violence are subject to corrective or disciplinary actions, up to and including termination.

4. GUIDELINES REGARDING ASSISTANCE FOR SURVIVORS AND PERPETRATORS:

A. General Guidelines:

- 1.** The following information is provided to help employees of U.S. Border Patrol who are survivors of domestic violence obtain the services they desire and to enhance the safety of U.S. Border Patrol workplace.
- 2.** U.S. Border patrol seeks to create a supportive workplace environment in which employees feel comfortable discussing domestic violence and seeking assistance for domestic violence concerns. If an employee discloses that he or she is a survivor of domestic violence, it is important to send the following messages and avoid victim blaming:
 - You are not alone.
 - You are not to blame.
 - There is help available.
 - You do not deserve to be treated this way.
- 3.** If a supervisor believes that an employee is in an abusive relationship, but the employee has not disclosed this to their supervisor, the supervisor should address any job performances issues and refer the employee to the Employee Assistance Program and/or CAFV or other community resources.

- 4.** Recognizing the absence of service and support for survivors of domestic violence and the survivors of domestic violence may face threats of violence or death when they attempt to end a violent relationship, supervisors will make efforts to provide a nonjudgmental and supportive environment for the employee which is not dependent on the employee's decision regarding the relationship.
- 5.** A successful workplace intervention may consist of providing the employee with nonjudgmental place to discuss the violence and information to begin accessing resources in the community, or assisting the employee to formulate a plan to increase that employee's safety.
- 6.** It is important that all employees know how best to respond to the effects of domestic violence on the work-place. The following clarifies roles for all staff:

B. Manager/ Supervisor:

- 1.** Participate in domestic violence training as provided by CAFV.
- 2.** Be aware of physical or behavioral changes in employees and consult with your Chaplain, Peer Support, Employee Assistance Program, CAFV, or supervisor for advice. Your role is not to diagnose or counsel the employee, but to refer the employee to appropriate resources. The following behaviors may be associated with domestic violence: chronic absenteeism, inappropriate/ excessive clothing, obsession with time, repeated physical injuries, chronic health problems (e.g. chronic pain), isolation, emotional distress, depression, distraction, and excessive number of personal phone calls.
- 3.** Be a resource to employees, managers and supervisors in addressing domestic violence situations.
- 4.** Managers/Supervisors must be respectful of employees' personal choices. If the manager or supervisor observes the signs of violence, it is appropriate to convey concern regarding signs and to educate the employee regarding resources available. It is critical that the manager/supervisor respect the employee's

privacy and not pressure the employee to disclose any personal information.

- 5.** Be responsive when an employee who is either the survivor or the perpetrator of domestic violence asks for help. Immediately contact your Chaplain, Peer Support, Employee Assistance Program, or CAFV.
- 6.** Maintain the confidentiality of domestic violence circumstances and any other referrals under this policy to the extent permitted by law. Inform other employees of the domestic violence circumstances on a need to know basis only. Wherever possible, give advance notice to the employee who is experiencing domestic violence if you need to inform others about the domestic violence situations.
- 7.** If a spouse of an employee discloses that she/he is a victim of domestic violence be concerned for his/her safety first. A manager/supervisor may offer the survivor information about the CAFV (915) 593-7300. An allegation that an employee has engaged in domestic violence is treated as an allegation of misconduct. The person making the allegation must be informed that the U.S. Border Patrol, due to the discipline process, cannot guarantee their confidentiality. As discussed in paragraph 6, above, discussion of the allegation is limited to a need to know basis. Discussion of the allegation in the general working environment is not appropriate. The CAFV does protect the confidentiality of survivors of domestic violence.
- 8.** A manager/supervisor may ask the person making the allegation to keep them aware of their whereabouts to ensure their safety. A manager/supervisor should be aware of and look for signs of a battering personality. (Appendix A), A manager/ supervisor may speak to an employee if they appear to have signs of problems and attempt to open a dialogue, if the employee is willing. If the employee is open to a dialogue, the supervisor may utilize the resources of and/or refer the employee to the CAFV, BIPP, EAP, Chaplain, Peer Support and review "Time Out." (Appendix D.)

- 9.** Offer the victim a temporary safety plan (Appendix B) and make reasonable accommodations. Refer the victim to the *Family Resource Center* for a personalized safety plan. (915) 595-2238 or/and refer to CAFV Hotline (915) 593-7300. When assisting an employee to develop a workplace safety plan (Appendix C), ask what changes, if any could be made at the workplace to make the employee feel safer. Survivors of domestic violence know their abuser better than anyone else. When it comes to their own safety, offer to assist them in developing a workplace safety plan, but allow them to decide what goes in the final plan. However, if it is determined that other employees are at risk, it is essential to take measures to provide protection for them.
- 10.** If possible, the supervisor, will make efforts to adjust the survivor/ employee's work schedule and/or grant leave [seek, annual, shared leave, compensatory time, or leave without pay] if the employee needs to take time off for medical assistance, legal assistance, court appearances, counseling relocation, or to make other necessary arrangements to enhance her or his safety. Be sure to follow all applicable personnel policies and procedures and statutes.
- 11.** The employee should maintain communication with her or his manager during the absence. The employer should maintain the confidentiality of the employee's whereabouts.
- 12.** Work with managers to relocate employee to an alternate worksite, whenever feasible, if the employee requests to relocate for safety reasons.
- 13.** Managers will post information about domestic violence in your work area. Also, have information available where employees can obtain it without having to request it or be seen removing it. Some suggestions are restrooms, lunchrooms, or where other employee resource information is located.
- 14.** If both the perpetrator and victim are employees of U.S. Border Patrol, managers will work with sector staff and supervisors to ensure that the perpetrator is relocated to a workplace in which the perpetrator will have no contact with the

victim. If you observe domestic violence call the police and/or contact the supervisor.

- 15.** Respect the employee's boundaries and privacy, even if you disagree with the decisions she/he is making regarding the relationship. A survivor of domestic violence may make numerous attempts to leave his/her batterer. It is often difficult to leave because of financial and childcare responsibilities, or threats of violence.
- 16.** After consultation with management, take any appropriate corrective or disciplinary action consistent with policy and procedure up to and including termination, against employees who have been convicted of committing acts of domestic violence.
- 17.** Signs of a battering personality may be detected to avoid the abuse from getting physical. Some signs may include: constant jealousy, constant complaints about the spouse, excessive calls to spouse, checking up on their partner, disrespectful comments, sexist comments, and inability to control anger when family issues arise. You may speak to the employee if they appear to have signs of problems and open a dialogue, if the employee is willing. If the employee is unwilling to discuss personal issues, the supervisor should refrain making allegations of domestic violence. If the employee opens a dialogue to discuss personal issues, the supervisor may provide guidance utilizing the resources of the Center Against Family Violence, BIPP, EPS, Chaplin, Peer Support, and review "Time Out" (Appendix D).

C. Employee Assistance Professionals (Chaplains/ Peer Support)

- 1.** Participate in domestic violence training as provided by CAFV. More specifically complete a batterer's intervention program to better understand the dynamics of domestic violence and be able to make appropriate referrals to accountability programs. Understanding the effectiveness of such programs will assist in helping the perpetrator understand the benefits of receiving help.
- 2.** Participate in periodic training by CAFV on how to identify warning signs of potential violence in both the survivor and the perpetrator, and on how to intervene most effectively.

- 3.** Provide information on domestic violence through existing or new channels such as Musters, newsletters, posters and pamphlets.
- 4.** Inform management of the need to call the Chaplin/Peer Support to consult about any domestic violence situations that they become aware of, including concerns about either survivors or perpetrators and make the proper referral.
- 5.** Work with survivors, management/supervisors, and CAFV to develop a personal and workplace safety plan to minimize the risk to the victim, and other employees.
- 6.** If a person discloses that she/he is a victim of domestic violence, be concerned for his/her safety first. An allegation that an employee has engaged in domestic violence is treated as an allegation of misconduct. The person making the allegation must be informed that the U.S. Border Patrol, due to the disciplinary process, cannot guarantee their confidentiality.
- 7.** Hold perpetrators of domestic violence accountable. Avoid colluding with the batterer and avoid inappropriate referrals such as individual counseling, couples counseling, family counseling and anger management where there is abuse.

D. Options for Employees Who Are Survivors of Domestic Violence:

- 1.** Talk with a trusted co-worker, supervisor, or manager about your situation.
- 2.** Contact your nearest Employee Assistance Program office:
- 3.** Contact the National Domestic Violence Hotline at (800) 779-SAFE, or CAFV (915) 593-7300.
- 4.** Call the local police if you are in immediate danger.
- 5.** Notify your supervisor of the possible need to be absent and find out your leave options. Be clear about your plan to return to work and maintain communications with your supervisor during your absence. If necessary and available, make alternate arrangements for receiving your paycheck.

- 6.** If you are concerned about your safety at work, submit a recent photograph of the abuser and a copy of your protection order to your supervisor.
- 7.** Work with your supervisor/manager, Employee Assistance Program manager, or CAFV to develop a safety plan.

E. Options for Employees Who are Perpetrators of Domestic Violence.

- 1.** Contact the nearest Employee Assistance Program (1-800-467-3277) for confidential consultation and resources.
- 2.** Contact battering intervention program: BIPP (915) 562-0077

F. Options for Other Employees Who Have Concerns about Domestic Violence.

- 1.** If you know or believe that a co-worker is a victim of domestic violence, communicate your concerns for her or his safety to that person. Be clear that your role is to help and not to judge. Refer the employee to the Employee Assistance Program, CAFV (915) 593-7300, or the National Domestic Violence Hotlines at (800) 799-SAFE. Maintain the confidentiality of the domestic violence circumstances and any other referrals under this policy to the extent permitted by law.
- 2.** Discuss the employee's situation with employer assistance counselor, or CAFV for further guidance. As discussed previously, an allegation that an employee has engaged in domestic violence is treated as an allegation of misconduct. The person making the allegation must be informed that the U.S. Border Patrol, due to disciplinary process, can not guarantee their confidentiality.
- 3.** Report any threats or violence that you experience or witness to your supervisor, or local law enforcement.
- 4.** If you know or believe that a co-worker is a perpetrator of domestic violence notify your supervisor. Supervisor will refer back to policies and procedures.

SIGNS TO LOOK FOR IN A BATTERING PERSONALITY

Many women are interested in ways that they can predict whether they are about to become involved with someone that will be physically abusive. Below is a list of behaviors that are usually seen if the person is a batterer – if the person has several of the behaviors (say three or more) there is a strong potential for physical violence – the more signs the person has, the more likely the person is a batterer. In some cases, a batterer may have only a couple of behaviors that women can recognize, but the behaviors are much exaggerated (e.g. extreme jealousy over ridiculous things). Initially, the batterer will try to explain his behavior as signs of love and concern, and a woman may be flattered at first. But as time goes on, the behavior becomes more and more severe to dominate the women.

- 1. JEALOUSY:** At the beginning of a relationship, an abuser will always say that his jealousy is a sign of love. Jealousy has nothing to do with love. It is a sign of insecurity and possessiveness. He will question the women about who she talks to, accuse her of flirting, or be jealous of the time she spends with family, friends or children. As the jealousy progresses, he may call her frequently during the day or drop by unexpectedly. He may refuse to let her work for fear she'll meet someone else, or even do strange behaviors such as checking her mileage or asking friends to watch her.
- 2. CONTROLLING BEHAVIOR:** At first, the batterer will say that this behavior is because he is concerned for the women's safety, her need to use her time well, or her need to make good decisions. He will be angry if the woman is "late" coming back from the store or an appointment. He will question her closely about where she went, whom she talked to. As this behavior gets worst he may not let the woman make personal decisions about the house, her clothing, or going to church. He may keep all the money or even make her ask permission to leave the house or room.
- 3. QUICK INVOLVEMENT:** Many battered woman dated or knew their abuser for less than six months before they were engaged or living together. He comes on like a whirl-wind claiming "love at first sight", and he will tell the woman flattering things such as "you are the only person I could ever talk to", "I've never felt love like this by anyone". He needs someone desperately, and will pressure the woman to commit to him.
- 4. UNREALISTIC EXPECTATIONS:** He is very dependent on the woman for all of his needs. He expects her to be the perfect wife, mother, lover, and friend. He

would say things like “if you love me, I’m all you need – you are all I need”. He expects that she will take care of everything for him emotionally and in the home.

- 5. ISOLATION:** The man tries to cut the woman off from all resources. If she has male friends, she is a “whore”. If she has female friends, she is a “lesbian”. If she is closed to a family member(s), she is “tied to the apron strings”. He accuses people who are her support of “causing trouble”. He may not let her use the car, or he may try to keep her from working or going to school.
- 6. BLAMES OTHERS FOR HIS PROBLEMS:** If he is chronically unemployed, he will claim that someone is doing him wrong or that someone is out to get him. He may make mistakes and then blame the woman for upsetting him and keeping him from concentrating on doing his job. He will convince the woman that she is at fault for almost everything that goes wrong.
- 7. BLAMES OTHERS FOR HIS FEELINGS:** He will tell the woman “you make me mad”, “you are hurting me by not doing what I ask”, and/or “I can’t help being angry”. He really makes the decisions about what he thinks and feels, and will use those feelings to manipulate the woman. The harder to understand are his claims that “you make me happy” or “you control how I feel”.
- 8. HYPERSENSITIVITY:** The man is easily insulted, he claims his feelings are “hurt”, when he is really very mad, or he takes the slightest setbacks as personal attacks. He will “rant and rave” about the injustice of things that have happened to him – things that are just part of living, like being asked to help with chores.
- 9. CRUELTY TO ANIMALS OR CHILDREN:** This is a man who punished animals brutally or is insensitive to their pain or suffering. He may expect children to be capable of doing things far beyond their ability, (whips a two years old for wetting his diaper) or he may tease children or young brothers or sisters until they cry. 70% of men who beat a woman will also beat the children. He may not want children to eat at the table or expect them to keep to their room all evening while he is home.
- 10. “PLAYFUL” USE OF FORCE DURING SEX:** This man may like to throw the women down or hold her down during sex: he may want to act out fantasies during sex where the woman is helpless. He is letting her know that the ideas of “rape” excite him. He may show little concern about whether the woman wants to have sex and use sulking or anger to manipulate her into compliance. He may start having sex with the woman while she is sleeping, or demand sex when she is ill or tired.

- 11. VERBAL ABUSE:** In addition to saying things that are meant to be cruel and hurtful, he will degrade the woman, curse at her, and put down her accomplishments. The man will tell her that she is stupid and unable to function without him. He might not let her go to sleep or might wake her up to insult her.
- 12. RIGID SEX ROLES:** The man expects a woman to stay home in order to serve him. She must obey him in all things – even things that are criminal in nature. The abuser sees women as inferior to men, stupid, and unable to be a whole person without the relationship.
- 13. DR. JEKYLL & MR. HYDE:** Many women are confused by their abuser's "sudden" mood changes. They will describe that one minute he is nice and the next he explodes or one minute he is happy and the next minute he is sad. This does not indicate some special "mental problem" or that he is "crazy". Expressiveness and mood swings are typical for men who beat their partners. These behaviors are related to other characteristics such as hypersensitivity.
- 14. PAST BATTERING:** The man may say he has hit a woman in the past, and that they (the woman) made him do it. The woman may hear from relatives or ex-spouses that the man is abusive. A batterer will beat any woman he is with. Situational circumstances do not make a person an abusive personality.
- 15. THREATS OF VIOLENCE:** This would include any threat of physical force meant to control the woman: "I will slap your mouth off", "I'll kill you", and/or "I'll break your neck". Most men do not threaten their mates, but a batterer will try to excuse his behavior by saying, "everybody talks like that".
- 16. BREAKING OR STRIKING OBJECTS:** This behavior is used as punishment from very immature people. Breaking loved possessions is mostly used to terrorize the woman into submission. The man may beat on tables with his fist; throw objects around or near the woman. Again, this is NOT normal.
- 17. ANY FORCE DURING AN ARGUMENT:** This may involve a man holding a woman down, physically restraining her from leaving the room by pushing, shoving and/or blocking her way. The man may hold the woman against her will and say "you're going to listen to me".

GEP Assessment Tool⁸

What is the GEP Assessment Tool?

This diagnostic tool was developed to assist companies in implementing and promoting the Gender Equality Principles (GEP). It will help you assess your company's performance in 7 key areas and identify and define areas for future opportunities and focus. The Assessment Tool is for internal company review only.

How does the GEP Assessment Tool work?

The tool is organized based on the Gender Equality Principles. The "key elements" of each Principle are goals and guidelines designed to help you assess gender equality in different aspects of your company. This self-assessment will provide you with an initial look at how your company is performing, and identify areas of strengths and areas needing improvement. The relevance and importance of each key element will vary for each company depending on the industry and type of operation involved.

How do I use the rating system?

Each key element has a space next to it where you can rate your company's implementation of that element on a scale of 0-4. The rating categories are defined as follows:

5	Full Implementation	Policy and implementation plan in place, widely accepted and utilized.
4	Moderate Implementation	Policy and implementation plan in place, but not yet widely accepted or utilized.
3	Beginning Implementation	Policy in developmental phase and/or minimal implementation.
2	Ad Hoc Arrangements	Ad hoc arrangements made for specific cases.

⁸ San Francisco Department on the Status of Women. Gender Equality Principles Assessment Tool (2008 draft version). Retrieved March 17, 2009, from http://www.sfgov.org/site/dosw_page.asp?id=84667.

1	Square One	No policy or plan in place; need information to get started.
0	Not Applicable	Particular key element is not relevant to organization's operations.

You may check more than one category.

How do I use the Notes section?

The elements are often broad and may contain compound issues. Please make use of the notes next to each key element to clarify or expand upon your answers, and highlight best practices and areas in need of improvement. This is also an appropriate place to note whether the policy is implemented at the domestic workplace or headquarter level, with contractors and the global supply chain, or both.

I. Employment and Compensation

Corporations will take concrete steps to attain gender equality by adopting and implementing employment policies and practices that eliminate gender discrimination in areas such as recruitment, hiring, pay, and promotion.

Key Elements	Rating 0-5	Notes
a. Pay the legal wage to all women.		
b. Ensure fair and comparable wages, hours, and benefits, including retirement benefits, for all employees for comparable work.		
c. Undertake concrete, verifiable actions to recruit and retain women and candidates from traditionally underrepresented groups.		

d. Eliminate all forms of discrimination based on attributes such as gender, race, ethnicity, religion, disability, sexual orientation, gender identity, or cultural stereotypes in all work-related privileges or activities, including wages, hours, benefits, job access and qualifications, and working conditions.		
e. Prohibit discrimination based on marital, parental or reproductive status in making decisions regarding employment or promotion, including ensuring employment security that allows for interruptions in work for maternity, parental leave, and family-related responsibilities.		
f. Implement equitable policies for non-salaried employees regarding contract work, temporary work, and layoffs that do not disproportionately affect women.		
g. Strive to pay a living wage to all women.		

II. Work-Life Balance and Career Development

Corporations will take concrete steps to attain gender equality by adopting, implementing, and promoting policies and practices that enable work-life balance and support educational, career, and vocational development.

Key Elements	Rating 0-5	Notes
a. Undertake concrete, verifiable actions to make professional and private life more balanced, by implementing and promoting flexible work options, family leave, dependent care, wellness programs, and workforce exit and reentry opportunities.		
b. Support access to childcare either by providing childcare services or by providing information and resources regarding childcare services.		
c. Provide gender equitable opportunities for and access to literacy training, education, and certified vocational and information technology training.		
d. Provide professional development opportunities that include formal or informal networking, client development activities, and mentoring programs that include women at all levels, including those women working in non-traditional fields.		

III. Health, Safety, and Freedom from Violence

Corporations will take concrete steps to attain gender equality by adopting and implementing policies to secure the health, safety, and well-being of women workers.

Key Elements	Rating 0-5	Notes
a. Prohibit and prevent all forms of violence in the workplace, including verbal, physical, or sexual harassment.		
b. Ensure the safety of female employees in the workplace, in travel to and from the workplace, and on company-related business, and ensure the safety of vendors in the workplace.		
c. Provide and promote policies and programs addressing domestic violence.		
d. Eliminate and disclose unsafe working conditions and provide protection from exposure to hazardous or toxic chemicals in the workplace, particularly when those substances have known or suspected adverse effects on the health of women, including reproductive health.		
e. Allow time-off from work for employees seeking medical care or treatment, for themselves or their dependents, including family planning, counseling, and reproductive health care, and support return to positions of equal pay and status.		
f. Prohibit discrimination in hiring and employment based on health status, such as individuals with HIV/AIDS positive status.		
g. Strive to provide gender equitable health services and insurance.		

IV. Management and Governance

Corporations will take concrete steps to attain gender equality by adopting and implementing policies to ensure equitable participation in management and governance.

Key Elements	Rating 0-5	Notes
a. Establish policies and undertake proactive efforts to recruit and appoint women to managerial positions and to the corporate board of directors.		
b. Establish policies and undertake proactive efforts to assure participation by women in decision-making and governance at all levels and in all areas of the business, including budgetary decision-making.		
c. Include gender equality as a factor in performance measures, strategic planning goals and objectives, and budgetary decisions.		

V. Business, Supply Chain, and Marketing Practices

Corporations will take concrete steps to attain gender equality by adopting and implementing non-discriminatory business, supply chain, contracting, and marketing policies and practices.

Key Elements	Rating 0-5	Notes
a. Maintain ethical marketing standards by respecting the dignity of women in all sales, promotional and advertising materials, and excluding any form of gender or sexual exploitation in marketing and advertising campaigns.		
b. Encourage and support women's entrepreneurship, and seek to enter into contractual and other business relationships with women-owned businesses and vendors, including micro-enterprises, and work with them to arrange fair credit and lending terms.		
c. Clearly forbid business-related activities that condone, support, or otherwise participate in trafficking, including for labor or sexual exploitation.		
d. Ensure that these Principles are observed not only with respect to employees, but also in relation to business partners such as independent contractors, sub-contractors, home-based workers, vendors, and suppliers.		
e. Take these Principles into consideration in product and service development and major business decisions, such as mergers, acquisitions, joint venture partnerships, and financing.		

VI. Civic and Community Engagement

Corporations will take concrete steps to attain gender equality by adopting and implementing policies to promote equitable participation in civic life and eliminate all forms of discrimination and exploitation.

Key Elements	Rating0-5	Notes
a. Encourage philanthropic foundations associated with the entity to adhere to these Principles through their donations, grant-making, programmatic initiatives, and investments.		
b. Encourage women and girls to enter non-traditional fields by providing accessible career information and training programs designed specifically for them.		
c. Respect female employees' rights to participate in legal, civic, and political affairs — including time off to vote— without interference or fear of repercussion or retaliation in the workplace.		
d. Respect employees' voluntary freedom of association, including the voluntary freedom of association of female employees.		
e. Work with governments and communities where the company does business to eliminate gender-based discrimination and improve educational and other opportunities for women and girls in those communities, including support for women's non-governmental organizations and other community groups working for the advancement of women.		

f. Exercise proactive leadership in its sphere of influence to protect women from sexual harassment, violence, mutilation, intimidation, retaliation, or other denial of their basic human rights by host governments or non-governmental actors and refuse to tolerate situations where cultural differences or customs are used to deny the basic human rights of women and girls.		
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VII. Transparency and Accountability

Corporations will take concrete steps to attain gender equality in operations and in business and stakeholder relationships by adopting and implementing policies that are publicly disclosed, monitored, and enforced.

Key Elements	Rating 0-5	Notes
a. Publicize commitment to these Principles through a CEO statement or comparably prominent means, and prominently display them in the workplace and/or make them available to all employees in a readily accessible and understandable form.		
b. Develop and implement company policies, procedures, training, and internal reporting processes to ensure observance and implementation of these Principles throughout the organization.		
c. Establish benchmarks to measure and monitor progress toward gender equality and publicly report results publicly.		

d. Conduct periodic self-evaluations through data collection and analysis, audits, public disclosure, and reporting on status and progress made in the implementation of these Principles.		
e. Establish a clear, unbiased, non-retaliatory grievance policy allowing employees to make comments, recommendations, reports, or complaints concerning their treatment in the workplace.		
f. Engage in constructive dialogue with stakeholder groups, including employees, non-governmental or non-profit organizations, business associations, investors, customers, and the media on progress in implementing the Principles.		
g. Be transparent in the implementation of these Principles, and promote their endorsement and implementation by affiliates, vendors, suppliers, customers and others with whom it does business.		
h. Strive to ensure that government relations and corporate political spending policies and practices incorporate these Principles.		

Ideas For Workplace Campaigns⁹

The following is a menu of ideas that companies can use for communicating the important message of the Founding Fathers campaign to employees, customers and professional colleagues.

Sign the Declaration

- Have a company wide signing of the Founding Fathers Declaration and encourage top level management to participate and sign the Declaration
- Offer a corporate challenge to your employees - "for every employee who signs the pledge, "X" company will donate \$1.00 to the Family Violence Prevention Fund"

Spread the Word

- Ask your CEO to sign a letter to all employees encouraging them to become involved in the Founding Fathers campaign
- Offer your employees a sample email that they can send to friends, customers, and colleagues promoting your company's efforts and encouraging others to become involved
- Include information on Founding Fathers and your company's participation in internal newsletters to employees

Get Involved

- Provide employees with access to the FVPF's educational resources, including: Coaching Boys into Men Tips and the new Playbook for Coaches.
- Encourage your employees to be a "Coach for the Day" by allowing them to take a few hours off and volunteer with a local youth organization
- Encourage your employees to utilize the resources of the "Parent's Corner" in their daily interactions with their own children

⁹ Founding Fathers. Ideas For Workplace Campaigns. Retrieved August 19, 2009, from <http://founding-fathers.org/index.php?title=Workplace+Campaigns&page=workplace&show=5>.

Support the FVPF's Campaign for the Next Generation

- Ask employees to consider a small contribution to the campaign.
- Sponsor the Founding Fathers campaign; Make a corporate contribution.
- Sponsor a company-wide used cell phone collection. The Wireless Foundation is a great supporter of the Founding Fathers campaign and FVPF through their national phone collection campaign. In 2004, more than \$75,000 was raised for Founding Fathers through the collection of used cell phones. This year, they are continuing their support with a dedicated drive between Mother's Day and Father's Day. Contact Heather Black (heather@endabuse.org) at FVPF to learn more!

TOOLS FOR CHANGING ORGANIZATIONAL PRACTICES



Campaign with Co-Workers

<http://foundingfathers.org/index.php?title=Campaign+With+Co-Workers&page=workplace>

This program of the Family Violence Prevention Fund (FVPF) is designed to help men and boys change practices at their places of employment.

How It Can Be Used: If men and boys are interested in changing practices in their workplace, a great way to make change a reality is to gain the support of key men in the organization. FVPF offers ideas for engagement, a sample newsletter article, and signature drive form to help men get started.



Texas Health Resources: Domestic Violence Cost Calculator

<http://www.texashealth.org/14128.cfm>

After entering specific demographic information, this calculator estimates the effect physical and sexual assault have on individual businesses. It calculates the actual monetary cost and also estimates how many people will experience these forms of violence. It is easy to use.

How It Can Be Used: If advocates and ally community members are going to speak to a business about the importance of interpersonal violence and sexual assault in the workplace, this might be a helpful way of getting the conversation started. Advocates and allies can gather the information needed to complete the calculation beforehand and present the information to the larger group. If a presentation is given in a multi-media setting with different businesses represented, participants can calculate the cost of interpersonal violence and sexual assault themselves. The resulting data will be specific to their own business.



“Bully-Proofing Your School” Program

<http://www.bullyproofing.org/index.php?.s=16>

Bully-Proofing Your School is a system-wide prevention program designed to help students and adults collaborate to create a safe and caring school community.

How It Can Be Used: The curriculum includes the establishment of school policies and rules against bullying. Schools can implement this research-based program to reduce violence on their campus. *Bully-Proofing Your School* can be purchased from www.creatingcaringcommunities.com. Prices vary.

Level Six:

Influencing Policy and Legislation

Level Six: Influencing Policy and Legislation



This level of the spectrum focuses on changing laws and policies on a community-wide level. When supported by grassroots efforts and community buy-in, influencing policy and legislation presents the broadest opportunity for preventing violence.

Why Influence Policy and Legislation?

To make domestic violence socially unacceptable.

Some will remember when children could lay across the back window of the family vehicle, stand on the back of a speeding pickup truck, or recall when it was perfectly legal in Texas to drive with an open container of alcohol.

Such behaviors have become illegal and uncommon in our society. If someone is driving with 1) a child who is hopping around in a moving vehicle and not strapped

into a car seat properly, or 2) an open and visible container of alcohol, a driver can expect disapproving looks—and perhaps intervention—from fellow drivers. Not only are these behaviors illegal, they are now socially unacceptable.

These changes in social norms have led to greater safety for all. Fewer people per capita are dying in car accidents because of drunk drivers. More adults and children readily strap themselves into a seat restraint. In the end, the multi-level work done to impress upon the public that seatbelts are important when driving and drinking while driving is dangerous have led to profound changes in the public's behavior. It has led the public to hold *itself* accountable to these new social norms. These changes in social norms in other arenas help us see changing social norms to make domestic violence unacceptable can occur with a multi-faceted approach.

To have a wide-reaching effect. Change in policy is mandatory and enforceable. It affects entire populations because it creates a standard to which entire communities must abide. In this scenario, individual buy-in is not required.

To support the work we are doing at the ground level. The work we do on the ground level with men and boys can be enhanced through policy work. For instance, Texas Education Code 37.0831, previously known as HB 121, supports prevention educators work in schools by mandating school districts provide awareness education for students and parents. This policy can help educators get in the door and allow

prevention educators to position themselves as consultants who can help schools fulfill this state requirement.

To galvanize community support. Awareness campaigns about certain policies or legislative action days can help create a community of support on which we can draw to enhance our community efforts at other levels of the spectrum.

To ensure that our work is funded. Policy makers decide where funds are allocated. Influencing policy and legislation can support our efforts at all levels of the spectrum as we leverage our political connections and gain greater access to funds to continue and further our work.

Policy work can be empowering. Policy work can create an opportunity for programs working to end violence to include men and boys most affected by violence to write policy and legislation or speak on behalf of policy and legislation that promotes anti-violence.

Here's a look into the Worker's Defense Project policy work approach

"A lot of the ordinances [that we propose to legislators] are written by the membership. Policy work can either be empowering or disempowering. If you want to empower those most affected by an issue you want to be conscious about how it is done. So, for our organization, having them with us the entire way instead of just at the end makes it an empowering process. If you want ... buy-in [from those most affected] you need to have them at the table from the very beginning." Cristina Tzintzún, Worker's Defense Project staff member

For people in violence prevention, work at this level can look like:

- Lobbying local, state, or national legislatures for a bill that increases funding to violence prevention programs.
- Lobbying lawmakers to create stricter Texas Education Code 37.0831enforcement policies.

- Working with local and national lawmakers to put restrictions on the programmatic content of television, radio stations, magazines and billboards that normalize violence. This can include making companies that produce such content pay a fee for each image and verbal/non-verbal language they use to normalize violence against women.
- Working with lawmakers to change the regulations placed on Batterer Intervention and Prevention Programs (BIPP) so such programs are not only mandatory for perpetrators of violence, but are long-term, accountable and regularly evaluated for effectiveness.
- Working with lawmakers to improve enforcement of current laws that promote nonviolence.
- Creating a city-wide policy that stipulates sports teams are not allowed to use city fields unless coaches have completed a positive coaching course.

Case Study: Youth Sports Code of Conduct Neptune Township, New Jersey

In 2007 Neptune Township in New Jersey took a community based approach in drafting a city ordinance that established a youth sports code of conduct for their township. The ordinance ensures youth's safety and includes anti-bullying and anti-discrimination components.

The code of conduct stipulates the following for parents:

"I will teach my child to treat other players, coaches, officials, and spectators with respect regardless of race, creed, color, gender, sexual orientation, national origin or ability."

For coaches:

"I will remember to treat each player as an individual, remembering that each child develops (emotionally and physically) at his/her own rate."

To view the ordinance go to:

<http://www.neptunetownship.org/upload/documents/ORD05-12.pdf>

Dawn Thompson, Municipal Alliance Coordinator states:

"We implemented the ordinance so we could share our expectations 1. for users of our township fields, and 2. for participation in our youth sports programs. New Jersey has passed a state law saying townships can pass codes of conduct as an ordinance, which makes the punishments for offenses enforceable. Many other towns have similar ordinances, but we chose to keep the wording for ours positive (expectations rather than "no or "you shall not"). All sports groups in town (Little League, Pop Warner, Soccer, Biddy Basketball, Track) were involved in writing the code, and all used the same code. Since each player, parent, and coach receives and has to sign these codes before the start of the season, it isn't a surprise, So far we have not had to suspend anyone, but I have heard of other towns banning players and parents, and the police have helped enforce the ban."

By getting a variety of groups to write the ordinance to be enforced, the township was able to create buy-in from those most directly affected. This process can foster social norms about acceptable and unacceptable behavior for coaches, parents, spectators and players.

See the Activities Section of this level of the spectrum for a sports code of conduct template.

Considerations when influencing policy and legislation:



Engaging men as legislators and decision makers

Male legislators and decision makers play an important role in determining how our society functions and outline what is acceptable and unacceptable behavior in our communities. This creates a unique opportunity for violence prevention advocates working with men and boys because

it allows the use of knowledge and skills previously obtained at different levels of the spectrum and applies that awareness to this specific setting. Here are ways we can engage men as legislators and decision makers:

- **Invite them to our workplaces:** Legislators enjoy seeing the work people are doing on an individual level to create healthy communities; a goal we all share. If your agency just received a certain amount of money for starting a boys group, inviting your legislator to visit and participate in one of those groups will help him understand the way his decision directly affects his community. We can also invite legislators to our places of work to expose them to where we are and the vision of where we would like to be.
- **Set up meetings with legislators:** Personal meetings with legislators can allow them to put a human face to the agency working to end violence in their community. Meetings in these intimate settings can create a rapport which will foster accountability between legislators and communities. These meetings can be an opportunity to lobby legislators to support non-violence legislation.
- **Public recognition** If a certain legislator is supporting our efforts, publically recognizing their work can demonstrate we appreciate their support and can help with their political career. Public recognition of positive male public figures can help create community buy-in to end violence against women. Further, positive male role models can serve as individuals men and boys emulate. Some ways of publically recognizing legislator's efforts is by sending an editorial to the local newspaper about the official's strong work or posting information about his/her efforts on your website.

Legislators and decision makers are personally and professionally affected by domestic violence.

- **Domestic violence is a public health issue affecting our community.** We see the affects of domestic violence across the board from children missing school because of domestic violence, to depression and Posttraumatic Stress Disorder (PTSD) in survivors of domestic violence, and the direct bodily injury people experience which warrant extended hospital stays. Legislators are tasked to ensure communities are vibrant and healthy. Thus, their work is intimately connected to preventing domestic violence before it starts. Because legislators have experience in creating legislation that supports healthy communities, that information can be used as a basis to draft anti-violence legislation.
- **Violence occurs in spaces where it is socially acceptable to be violent.** We know personal relationships are an important reason why people perpetrate violence against their partners. Further, an entire community-wide climate has to be in place that permits and condones violence. Societal acceptance of violence is present from individual to institutional levels. Helping legislators see they have the ability to change our community climate by proposing and enforcing legislation that dictates violence is unacceptable is a necessary component of violence prevention work. It is important to note legislation can support primary prevention efforts while simultaneously supporting survivors of domestic violence.
- **Legislators and decision makers experience domestic violence in their personal lives.** Domestic violence is a difficult issue to discuss because it affects everyone and taps into sentiments of vulnerability and helplessness. Effective prevention work transforms negative sentiments into positive actions and provides boys and men with concrete things they can do to end violence. As community leaders affected by domestic violence, legislators and decision makers put a face to domestic violence and use their political influence to challenge others to end it.

At a recent TCFV fundraiser a city councilman disclosed his personal experiences with domestic violence in order to garner community support. His comments were transformative and caused the audience to consider their relation to domestic violence is personal and their responsibility as community leaders to end domestic violence.

- **How can groups partner with men and boys to support policy and legislation that promotes nonviolence?**

Men Stopping Violence, an Atlanta-based violence prevention organization, works with men and boys to promote healthier communities. Their volunteer-based men's group monitors relevant state and federal legislation, meets with lawmakers, and testifies at legislative hearings during sessions of the Georgia General Assembly.

This kind of engagement required groundwork on other levels of the Spectrum. First, they galvanized a group of men, educated and provided them the lobbying background information they needed. Next, they helped men find opportunities to contribute during legislative sessions. The results of their efforts were profound: according to the Executive Director of the Georgia Coalition on Family Violence, “because of the scarcity of men willing to speak out in this way, their voices had a real impact...in the legislative process.”

The 2009 Legislative Agenda for TCFV included SB 82 which subsequently passed. The Bill requires that “all defendants placed on probation for family violence offenses pay \$100 to their local family violence center.” The passage of Bills such as this, benefit from the support of men and boys. For instance, during legislative action day, men and boys could have come out in support of the Bill while men specifically could support its implementation. TCFV is currently working with probation departments, judges and prosecutors to create protocols for implementation. This is another arena in which male allies can move policy forward and end violence against women.

- **How can groups doing policy work remain accountable to survivors?**

In Atlanta, men decided to speak up on behalf of nonviolence—some of whom were former batterers. What if a man wants to tell the public about his abusive behavior...but his partner or former partner does not want their story told? **It is important any work on behalf of nonviolence is first accountable to the survivors of violence.** Violence prevention advocates will want to consider what accountability to survivors looks like. What policies or practices are already in place that help support accountability to survivors at the legislative level?

According to the Texas Council on Family Violence in order for Batterer Intervention and Prevention Programs (BIPP) to receive accreditation they must have a policy in place that “protects the **confidentiality** and safety of **victims** when a **batterer** is in contact with the media or participating in **community education** activities arranged by the **program or provider**.”

Any media contact arranged by the **program or provider** shall include the presence of a **BIPP** employee to protect **victim’s confidentiality**.”

For further BIPP Accreditation information please visit:

<http://www.tcfv.org/support-to-service-providers/bipp-accreditation/>



- **Accountability to women: how do groups balance the voices of men with those of women?**

In recalling the quote from the Executive Director of the Georgia Coalition on Family Violence, what becomes apparent is men’s voices against violence carry a lot of weight in a policy setting. Being aware of this and putting men in front of the room to talk about domestic violence is an important strategy, but how do we ensure women’s voices are not drowned out as a result of this decision? How do we ensure we are modeling the gender equality we would like to see? There is no simple answer. Violence prevention advocates should decide what works best for the communities to whom they are accountable.

- **Funding Challenges:**

Funding issues come up at this level of the spectrum. In funding issues, we all share the same pie and ensuring there is equitable distribution is important. Additionally, boys and men may want to consider where the funding they seek has historically been allocated. To this end, men and boys may consider engaging in on-going conversations with antiviolence organizations to identify a plan of action everyone

can follow to create a unified voice at the legislative session as they lobby for funding.

- **When it comes to influencing policy and legislation: who should take the lead?**

This will depend on the nature of your organization and the targeted outcome. The Texas Association Against Sexual Assault and the Texas Council on Family Violence have joined forces to promote statewide legislative work to end domestic and sexual violence. Although both agencies have separate legislative agendas they share a legislative action day and mutually support their legislative agendas.

Level Six: Activities

Sample Template of Sports Code of Conduct ¹⁰

[CLUB NAME]

ADMINISTRATOR'S CODE OF CONDUCT

[NAME OF CLUB] is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Involve children in the planning, leadership, evaluation and decision making related to the activity.
- Ensure that equal opportunities for participation in sports are made available to all children, regardless of ability, size, shape, gender, age, disability or ethnic origin.
- Equipment and facilities must be safe and appropriate to the ability level of participating children.
- Ensure that qualified and competent coaches and officials capable of developing appropriate sports behaviour and skills provide adequate supervision.
- Remember that children play for enjoyment; downplay the importance of winning.
- Avoid allowing **[sport]** programmes to become primarily spectator entertainment.
- Focus on the needs of the participants rather than the enjoyment of spectators.

¹⁰ Counties-Manukau Sports Foundation (operating as Counties Manukau Sport). Template Codes of Conduct. Retrieved March 17, 2009 from <http://www.cmsport.co.nz/assets/A-Z/Template%20Club%20Codes%20of%20Conduct.doc>

- Provide clinics aimed at improving the standards of coaching and officiating, with an emphasis on appropriate sports behaviour and skills.
- Distribute codes of conduct brochures to spectators, officials, parents, coaches and players.

[CLUB NAME]

PLAYER'S CODE OF CONDUCT

[NAME OF CLUB] is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Play by the rules.
- Never argue with an official. If you disagree, have your captain, coach or manager approach the **[referee/umpire]** during a break or after the game in an appropriate manner.
- Control your temper. Verbal abuse of officials or other players, deliberately distracting or provoking an opponent is not acceptable or permitted in **[sport]**.
- Work equally hard for yourself and for your team. Your team's performance will benefit, so will you.
- Be a good sport. Acknowledge all good plays whether they are from your team or the other team.
- Treat all players as you would like to be treated. Do not interfere with, bully or take unfair advantage of another player.
- Co-operate with your coach, teammates and opponents. Without them there would be no competition.
- Play for the "fun of it" and not just to please parents and coaches.

- All members must respect the rights, dignity and worth of all participants regardless of gender, ability, cultural background or religion.
- Be prepared to lose sometimes. Everyone wins and loses at some time. Be a fair winner and good loser.

[CLUB NAME]

COACH'S CODE OF CONDUCT

[NAME OF CLUB] is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Be reasonable in your demands on young players' time, energy and enthusiasm.
- Teach your players that the rules of the game are mutual agreements, which no one should evade or break.
- Whenever possible, group players according to age, height, skills and physical maturity.
- The scheduling and length of practice times and competition should take into consideration the maturity level of players.
- Avoid over-playing the talented players. The "just-average" players need, and deserve, equal time.
- Remember that children play for fun and enjoyment and that winning is only part of their motivation. Never ridicule children for making mistakes or losing a game.
- Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players.
- Develop team respect for the ability of opponents as well as for the judgement of officials and opposing coaches.
- Actively discourage the use of performance enhancing drugs, and the use of alcohol, tobacco and illegal substances.

- Be aware of the role of the coach as an educator. As well as imparting knowledge and skills, promote desirable personal and social behaviours.
- Seek to keep abreast of changes in the sport; ensure that the information used is up to date, appropriate to the needs of players and takes account of the principles of growth and development of children.
- Do not tolerate acts of aggression.
- Provide feedback to players and other participants in a manner sensitive to their needs. Avoid overly negative feedback.
- Recognise players' rights to consult with other coaches and advisers. Cooperate fully with other specialists (for example, sports scientists, doctors and physiotherapists) and follow the advice of a physician when determining when an injured player is ready to recommence play.
- Treat all players fairly within the context of their sporting activities, regardless of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socio-economic status and other conditions.
- Encourage and facilitate players' independence and responsibility for their own behaviour, performance, decisions and actions.
- Involve the players in decisions that affect them.
- Ensure any physical contact with players is appropriate to the situation and necessary for the player's skill development. Avoid situations with your players that could be construed as compromising.
- Do not exploit any coaching relationship to further personal, political or business interests at the expense of the best interest of your players.
- Be acutely aware of the power that you as a coach develop with your players in the coaching relationship and avoid any sexual intimacy with players that could develop as a result.

[CLUB NAME]

SPECTATOR'S CODE OF CONDUCT

[NAME OF CLUB] is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Remember children play sport for fun. They are not playing for the entertainment of spectators. They are not miniature professionals.
- Applaud good performances from each team. Congratulate all players regardless of the outcome.
- Respect the **[referee/umpire]**'s decision. If there is disagreement, follow the appropriate procedure in order to query the decision.
- Never ridicule or scold a child for making a mistake during competition. Be positive.
- Condemn the use of violence in any form, be it by spectators, coaches or players.
- Show respect for your team's opponents, without them, there would be no game.
- Encourage players to obey the rules and decisions of officials.
- Demonstrate appropriate social behaviour by not using foul language, harassing players, coaches or officials.
- Respect the rights, dignity and worth of every person regardless of their gender, ability, cultural background or religion.

[CLUB NAME]

OFFICIAL'S CODE OF CONDUCT

[NAME OF CLUB] is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Interpret rules and regulations to match the skill level and the needs of participants.
- Compliment both teams on their efforts. Encourage participants to value their performances and not just results
- Be consistent, objective and courteous in calling all infractions.
- Consider the wellbeing and safety of participants before the development of performance
- Condemn the deliberate foul as being unsportsmanlike, and promote fair play and appropriate sporting behaviour.
- Use common sense to ensure that the “spirit of the game” for children is not lost by overcalling violations.
- Actions speak louder than words. Ensure that both on and off the court your behaviour is consistent with the principles of good sportsmanship.
- Make a personal commitment to keep yourself informed of sound officiating principles and the principles of growth and development of children.
- Help the education process in the game. **[Referees/Umpires]** can help players learn to play the game well by ensuring rule infractions are understood, and by encouraging fair play.
- Never exert undue influence over performers to obtain personal benefit or reward

- Never condone rule violations, rough play or the use of prohibited substances
- Encourage and guide participants to accept responsibility for their own performance and behaviour.

[CLUB NAME]

PARENT'S CODE OF CONDUCT

[NAME OF CLUB] is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Respect the rights, dignity and worth of others.
- Encourage children to participate if they are interested. If they are not, don't force them. Remember children are involved in sport for their enjoyment, not yours.
- Focus on playing the game, reducing the emphasis on winning.
- Help your child to recognise good performance, not just results. Applaud good play by all teams.
- Demonstrate a high degree of individual responsibility especially when dealing with or in the vicinity of persons under 18 years of age, as your words and actions are an example
- Encourage your child to learn the rules and play within them.
- Never ridicule or yell at your child and other children for making a mistake or losing a competition.
- Accept decisions of all **[referees/umpires]** as being fair and called to the best of their ability. Do not raise issues of disagreement publicly.
- Support all efforts to remove verbal and physical abuse from sporting activities and avoid use of derogatory language based on gender, race or impairment.

- Encourage and guide performers to accept responsibility for their own performance and behaviour.
- Understand the repercussions if you breach, or are aware of any breaches of, this code of behaviour.

Sample Op-Ed Piece

Domestic Violence Offenders Required Under New Law to Pay Fees to Local Family Violence Centers

Beginning September 1, 2009, individuals convicted of a family violence offense and who are granted community supervision will be required to pay a \$100 fee to a local family violence center. The recently adjourned 81st Texas Legislature passed Senate Bill 82 to support the vital services provided by family violence centers throughout the state of Texas. Authored by Sen. Jane Nelson (R-Lewisville) in the Senate and sponsored by Rep. Joe Moody (D-El Paso) in the House, the new legislation amends Article 42.12 of the Texas Code of Criminal Procedure to *require* a court to order an individual granted community supervision following conviction of an offense involving family violence to pay a \$100 fee to a local family violence center. Previously, the fee was optional and not often ordered.

Funds generated from the fee will go directly to the agencies providing services to victims of family violence and allow them to continue the delivery of vital services such as shelter and counseling. The new law also creates a direct funding link so that the perpetrators of family violence pay for the provision of services in their community that promote safety and stability for victims of family violence and their children.

Family Violence Services in Texas

Each year in Texas, family violence providers shelter over 26,000 women and children across the state. In addition, 50,000 victims of family violence receive non-residential services such as counseling and advocacy. While these numbers are already staggering, more victims every day are requesting services. Family violence programs across Texas received 200,258 hotline calls in fiscal year 2008. A December 2008 Allstate Foundation survey also found that 83% of shelters surveyed saw a dramatic increase in hotline calls, walk-ins, or families staying in shelter.

Funding for Family Violence

Throughout the United States community service agencies feel the pinch of an economy on the brink. Texas is no exception. [NAME YOUR COMMUNITY] is no exception. A downturn in private donations and lost funding from other sources such as foundations and government grants, coupled with an increase in the need for services, have placed

family violence service providers in a precarious position. Nevertheless, programs seek to provide the same level of services to victims of family violence even with a decrease in staff and resources. Senate Bill 82, and the resulting change to Article 42.12 of the Texas Code of Criminal Procedure, provide centers with the ability to respond to victims of family violence while simultaneously holding offenders accountable.

Senate Bill 82 was the product of strong leadership on the part of Senator Nelson and Representative Moody as well as a coordinated effort by the Texas Council on Family Violence. We commend the Texas Legislature for its overwhelming support of family violence center funding. These provisions take effect September 1, 2009.

DVAM LETTER FOR STATE REPRESENTATIVES OR SENATORS

October 7, 2009

«sal» _____

Texas State Representative

Capitol Station

P.O. Box 2910

Austin, TX 78768-2910

Dear Representative ____:

Did you know that Texas and the nation observe October as Domestic Violence Awareness Month (DVAM)? With that in mind, we write to ensure that you have information about domestic violence in Texas. **Please join us as we remember the 136 Texas women killed by intimate partners in 2008, and help us honor their memories by working together to prevent future tragedies and raise awareness about this important issue in your district.**

The number of women killed as a result of domestic violence in 2008 (136) represents a 30 percent increase from 2007 (104). Although we celebrate the progress we have made and the commitment you show to this important work, we clearly still have work to do.

Of the 136 women killed, the youngest was 14. She was shot in the head by her then-15 year old boyfriend at his mother's apartment. The oldest victim was 74 and her common-law husband shot her. As part of these crimes, 11 children also were murdered and 96 children lost one or both parents. In addition, the 2008 Crime in Texas Report states that law enforcement responded to 193,505 incidences of family violence involving 208,073 victims. While those numbers are staggering, they are only the reported incidents of family violence. The Health and Human Services Commission (HHSC) Family Violence Program estimates 1,130,164 women were battered in 2008. These statistics highlight that access to safety for victims of domestic violence and raising public awareness continue to be significant issues in Texas.

Enclosed you will find:

- a reference sheet of statewide statistics on family violence for your use at DVAM events;
- a sample op-ed for your use in your district newspapers; and the
- 2009 TCFV Legislative Update highlighting the successful passage of family violence related bills.

We thank you for demonstrating your forward-thinking on, and dedication to, ending family violence by fully supporting the HHSC's request for funding for Texas family violence programs. By providing **\$50.9 million for core shelter and programmatic services**, as well as an innovative "exceptional item funding," the Legislature significantly invested in the safety of family violence victims in Texas.

If you'd like additional information, please visit www.tcfv.org or call us at (512) 794-1133.

Sincerely,



Gloria Aguilera Terry

President



Aaron Setliff

Policy Director

Enclosures

5 Steps To Make A Difference¹¹

1. Meet with a Member of Congress:

Set up a meeting in your state or in Washington, D.C. to meet with your Senator(s) or Representative to discuss the reauthorization of the Violence Against Women Act (VAWA) and ask for their support. To set up a meeting you can call the local office or send a letter requesting the meeting. To find your legislator's office, visit **www.house.gov** or **www.senate.gov**. For more information see our **Tips for Meeting with Members of Congress** in this guide. An ideal time to set up a meeting with your Member of Congress is during Congressional recesses when Members are in their home districts:

Memorial Day Recess: May 28 - June 2

Independence Day Recess: July 3 - July 7

Summer Recess: August 7 - September 5

See our sample letter to **Request a Meeting** in this guide.

2. Call or Write your Member of Congress:

To contact your Representative or Senators, you may call the Capitol switchboard at 202-224-3121 and they can direct you to your Member's office. Remember that telephone calls are often taken by a staff member, not the Member of Congress. Ask to speak with the staff person who handles violence against women. After identifying yourself, give the staff person a brief message. See our Sample Phone Script in this guide.

To find the addresses of your Representative and Senators, visit www.house.gov or www.senate.gov. If you decide to write a letter, keep these points in mind: Your purpose for writing should be stated in the first paragraph of the letter. Be courteous and brief. Remember that your legislators will respond well to stories about your personal experience with the issue you are addressing. See our **Sample Letter to Congress** on VAWA in this guide.

3. Contact Your Local Media:

Writing a letter to the editor or placing an op-ed in your local paper is a great way to support the Violence Against Women Act. Members of Congress pay close attention to

¹¹ Founding Fathers. 5 Steps to Make a Difference. Retrieved August 19, 2009, from <http://founding-fathers.org/index.php?title=Make+A+Difference&page=become&display=advocate&show=1>.

the news in their home state and/or district. You can write a letter that explains the importance of authorizing I-VAWA and encourages your legislators to support it. See our **Sample Letter to the Editor** on I-VAWA in this guide.

4. Reach Out to Your Community:

One great way to support I-VAWA is to hold a house party. You can invite friends, co-workers, and community members to your home to talk with them about the issue of violence against women and children and why you have chosen to get involved. Invite a speaker, show an educational video, and have an action for people to take, such as writing a letter to their legislators. You may use the Sample Letter on I-VAWA in this guide.

5. Stay Informed:

There are many resources that can help you to become a more effective advocate. You may visit the Family Violence Prevention Fund's website, at **www.endabuse.org**, to stay up to date on the issues that matter to you. Just click on Take Action or Public Policy to learn about pending legislation and contact your Members of Congress. You may also sign up for our e-newsletters to get the latest news and information from the Family Violence Prevention Fund at: **<http://action.endabuse.org/fvpf/mlm/signup/>**

TOOLS FOR INFLUENCING POLICY AND LEGISLATION



Founding Fathers-*Become an Advocate*

This Family Violence Prevention Fund campaign teaches adult men to guide boys in their lives toward nonviolence and healthy relationships. The campaign prompts adult men to educate other adults about violence against women and engage political processes to end violence against women.

How It Can Be Used: Among the diverse ways outlined by Founding Fathers for engaging men and boys (please see description on Level One) is their advocacy for nonviolence legislation. This website offers information on how a bill becomes a law, talking points for men, five steps to engaging lawmakers and community members on legislation, and sample letters that can be sent to Congress and news outlet editors.



Men Stopping Violence

Men Stopping Violence is a social change organization dedicated to ending men's violence against women.

How It Can Be Used: This organization's programming can be used as a model for building a men's engagement program. They offer basic education and legal advocacy for engaging men and boys.

Additional Resources

Minimizing the Damage – Male Accountability in Stopping Men’s Violence Against Women

by Ben Atherton-Zeman, Maynard MA

My thanks to the many women who helped me write this.

I have been working to end men’s violence against women for almost 20 years and I am doing this work largely because of the inspiration, teachings, and welcome of powerful, smart, feminist women. We men (myself included) owe it to these women, and to ourselves, to practice true accountability.

More and more men are (finally) joining the movement to end men’s violence against women. This is partly because of the efforts of a growing, multiracial movement of men, but it is mostly because of the efforts of women. The domestic violence movement has always invited and urged men to become involved – my gender is a bit slow to respond, but it seems as if we finally are responding. However, the rush to involve men needs to be tempered with wisdom and caution. Certainly, male involvement can be a positive thing. I believe it is my gender’s responsibility to step up and confront the violence that our gender perpetrates. But many communities are reporting that we men who label ourselves “allies” are still a large part of the problem – acting out sexism and denying it, refusing to be accountable to women, or even perpetrating violence ourselves.

Rescue Me

Certainly, many men who work to end men’s violence ARE accountable to women. I could fill this article with examples of men doing positive things across the globe – indeed, I am currently writing a “Men’s Monologues Against Violence” that highlights the work of some of these men. So many men I have met are admirable, helpful, moral, honest, and kind, but usually these men have been “raised” by long exposure to feminist women and to survivors of violence.

Why do men choose to do this work? For myself, it was because I had met (and dated) women in college who had been abused and controlled by previous partners. These courageous women shared with me stories of being sexually assaulted, physically assaulted, belittled, paid less, and having their opinions ignored in favor of male opinions. To say nothing of unwanted flirting, sexual harassment, sexist humor, and objectified images of women everywhere they looked.

Hearing what life was like for these women made me mad. “Well, if you’re mad,” they said to me, “then you should do something. Not many men are speaking up about this.”

So I began volunteering, and later signed up to be an Americorps member for a \$4000/year stipend. I thought I was in heaven – getting to do this work I loved AND getting paid for it!

I pictured myself as a knight in shining armor, riding in to rescue the poor women. But it turns out that women don't need a knight to rescue them. It turns out they need me to stop men's violence in the world. It turns out women wanted me to talk to my own gender.

I went to a Women's Studies conference in Connecticut and I was one of the only men at the conference. An older woman approached me and said, "I really appreciate the fact that you're here. I want you to know that, from the bottom of my heart. But I want to ask you for something. Go home. Go home and talk to the men."

Setting the Bar Higher

When I receive positive appreciation (or even applause) for doing this work, I drink it in like a man dying of thirst. Yet I began to notice that I was often receiving overwhelming appreciation for actually doing very little.

My female colleagues have noticed this all along and are incredibly frustrated with the dynamic. One colleague in a conservative state has trained five men to be her co-presenters, if only to get her voice heard. Four of them are police officers. Lately, she has heard them saying things, making analogies, and telling the same stories she told them originally – and getting more credit for it! Once, in frustration, she called one of them and told him she had a training request and needed a "dick and a badge" to accompany her so that the audience would listen to her. She apologized to him for her rudeness, but I thought it was worth noting that the mere presence of a man standing next to her somehow gave her words more weight.

As a gender, we men are "Johnnies-come-lately" to the issue of domestic violence and sexual assault prevention. Yet when we do show up, we are often listened to more than women, praised more than women, and are paid more than women. Whenever we do the slightest thing, we get a whole lot of credit – sort of like fathers in the 80s who were staying home with their children ("Wow, he changes diapers!"). Our abilities to accomplish what women have been doing all along seem impressive to many...especially ourselves.

What do we do with this phenomenon of men getting praise for doing very little? As men, I think it is our responsibility to not only acknowledge the praise, but encourage praise for women as well. We men need to acknowledge that we would not be here if not for smart, powerful, feminist women who did this work long before we did, and who taught us everything we know.

As I have already mentioned, if I say anything smart or insightful in this article, it is probably because a woman taught me that particular concept. If I do anything admirable

or brave during my life, a woman probably inspired me to do it. And I need to acknowledge that publicly, not just here. My best teachers were survivors of domestic violence, sexual assault, stalking, and daily sexism. My best thinking was taught to me by Phyllis Frank, Anne O'Dell, Suzanne Pharr, Ellen Pence, Jill Davies and many others, and I need to say that publicly.

Nevertheless, it is tempting to give huge credit to men for simply showing up. My own desperation to get more men involved makes me want to stand up and cheer whenever a man signs up to volunteer at a domestic violence program. Why isn't my response, "Of course he's signing up – it's about time more men signed up!" Many women leaders have confided in me that their desperation for positive male involvement has led them to nominate a man to a Board of Directors or a Coordinated Community Response team, long before that man knew enough about the issue. These men will then make public statements that blame victims and undermine the work of women in that community.

With Friends like These...

I was excited to meet "Roger" at a state domestic violence conference, and he seemed excited to meet me. Roger was passionate about challenging men to speak out against domestic violence – he eagerly told me about his idea to bring on more men. Roger had invited an NFL football team's cheerleaders to do a routine for men – he said that scantily clad, sexy women dancing around would bring men to the event and then Roger could talk to them about male violence.

I asked him what the local DV program or the state coalition thought about his idea. "Can you believe it?" he replied. "For some reason, they don't like the idea! But I told them that I know what will reach men."

"Roger," I said, "If they don't like the idea, you can't do it! We have to be accountable to women's leadership."

"Yeah, but they aren't really the experts on what will get men's attention," he replied. After the conference, I emailed him and repeated my assertion that he needed to be accountable to the women who had been leading this work in his state. In the end, he held the event with the cheerleaders despite local and state opposition from the same groups he was supposedly supporting.

After the event, I called the executive director of the local DV program to ask how things were going regarding this man. She sounded exasperated, and began talking about how much time dealing with him and with "Father's Rights" guys took away from her running her agency.

"Wait a minute," I said. "You know that Roger isn't a 'Father's Rights' guy, right? I mean, he may be doing some damaging things, but at least he's not a 'Father's Rights' guy."

“What’s the difference?” she replied. “Both sets of guys take time away from my agency. Both sets of guys make my job more difficult.” These men were conflated in her mind. She and her staff had sent out press releases, put out fires locally and statewide, and held meetings to deal with Roger, who was out there supposedly to “help women.”

In a different state, another friend of mine is part of what she describes as a wonderful group of men against violence that meets every other month. It consists of about 15 men and 2 women. But she is always the one who reserves the room; she is always the one who brings the food; she is always the one who sends out the reminder emails.

This group of men dutifully put an item on the agenda: “Sexism within this very group.” However, this agenda item kept getting put off in favor of other, more “important” agenda items.

The (male) chair of the group would sometimes “assign” action items to the two women members – the men’s group would then get the credit for the work the two women had done. As my friend puts it, “Shouldn’t it be the other way around?”

As more groups of men begin to organize to challenge men’s violence, more of these same groups rely on a few women to do most of the work. In a number of states, women have told me of individual men or men’s groups that begin taking on an anti-sexism project, but women end up doing the brunt of the work and receiving very little of the credit. Oh, the irony!

For myself, there have been many times where I have taken women’s thinking and posed it as my own. There have been many times where I have interrupted women in meetings, belittled women, and assumed they were not as smart as I was. When I worked at a domestic violence program in Maine, my supervisor was taking a little time at the copier. I assumed she was having trouble, and assumed that I could help her – I began explaining how the copier worked. She patiently said, “Actually, Ben, I have used a photocopier before, and am perfectly capable of doing this myself.”

Many times, when I am confronted on my own sexism, I become defensive and try to explain why the thing I did wasn’t sexist (as if that’ll make it all better). But I’ve learned (from women) that the important thing is not my intent, but the effect of my behavior. If we men claim to care about women, then we need to care about the impact of our actions, and not just our harmless intent, when confronted on our own sexism.

Of course, all men are socialized with sexism (racism, homophobia, anti-Semitism, etc.) and it takes constant work to contradict all the messages we received as boys. However, some of the stories I was hearing about went beyond daily sexism and a lack of accountability. Some men have been told, “I don’t feel safe around you, as you do the work that’s supposedly for women.” These men do not change, convinced they are right. Additionally, some supposed male allies to women have been served with

restraining orders, or have been tried and convicted of crimes of violence against women.

Your “star” man of this week might be convicted of abusing his wife next week. You do not know how we treat our partners at home – you only know how we treat you (remember how charming batterers are in court?). As more and more men become involved in this movement, more and more positive male role models will emerge. But more and more men will disappoint us—these disappointments will sometimes be public and embarrassing.

I was asked to say something for a church service at Pacific Lutheran University on the topic of involving men in stopping men’s violence against women. I wrote the following story for the service.

The Rain and the River

What was once a beautiful, flowering prairie had become an arid desert. But the rain was determined to bring back the flowers, grasses, and the trees to the desert. Day after day, drop by drop, the rain worked to water the desert and make it green again.

Racing through the desert was a fast, powerful river. One day the rain visited the river and asked for help.

The rain said: “River, you have so much water. Would you help water the desert to bring back the grass and the trees?”

“I am too busy,” sniffed the river. “I have a job to do – I have to get to the ocean. Besides, watering the desert is rain’s work, not river’s work. Leave me alone – you’re bothering me.”

The rain was disappointed, so she went back to her job of watering the desert. But while she was talking to the river, she had fed the river some of her water. The river had risen a little.

Many seasons later, the rain visited the river again to ask for help. “Please, River – you have so much water. It’s a big job, bringing the grass back to the desert. I could really use the help.”

The river snorted. “Why do you keep bothering me? I feel attacked every time you say you need my help. Why is this my concern? I have to get to the ocean. Watering the grass is rain’s work – leave me alone.”

But the rain had again fed the river some of her water. The river’s waters had now risen, and he could see the desert a bit better – part of him felt badly that he wasn’t helping out.

The rain was, again, disappointed, so she went back to her job of watering the desert. But they had talked longer this time, so the river had risen even higher.

Some seasons later, the rain visited the river yet again. “River!” she said. I’m getting pretty tired of being the only one watering the desert. You really have a lot of water here. I could really use some help!”

The river had risen very high by then, mostly thanks to the rain. He listened to the rain’s words, and looked out at the desert. Some bits of grass had been brought back by the rain. Some trees had started to grow. But much more needed to be done.

The river liked to feel useful. He liked to have a purpose. Until now, that purpose had been to rush to the ocean. But in the desert, he saw that he could have a purpose here. He could be useful here.

“All right!” cried the river. “I want to help!”

And the river crashed out of his banks. He rolled over the dry sand of the desert. He rolled over the new grass brought back by the rain. It rolled over the new trees brought back by the rain.

At first, the rain was happy. Finally, the river was helping out! But pretty quickly, the rain realized that the river might be doing more harm than good.

“Slow down,” said the river. “You’re not watering the desert. You’re flooding it!”

The river was shocked. “For so long you begged me for help and now that I’m here you criticize me? I have half a mind to go back and leave you to do this all by yourself!”

How does this story end? I believe that, in a very real sense, the ending will be determined by the men who have pledged to work to end men’s violence. We are the river – we mean well, but we have done some damage.

The Hippocratic Oath taken by doctors’ states, “first, do no harm.” I am not sure this is possible in this case, as the very same men who are part of the solution are also part of the problem. I think that we, the river, have already overflowed the banks. As men, we will do some damage despite our best efforts. I believe the key is to remain open to feedback, to remain accountable to women, to listen without (or despite) defensiveness.

The title of this article, “Minimizing the Damage,” might seem negative, but the feedback I have received from so many women is overwhelming. Clearly, across the country many men are getting involved and doing wonderful things. Clearly, many of these same men are also lacking in accountability to women leaders.

However, many women (and some men) have involved men in their communities in ways that have worked very well. These leaders seem to follow a five-step process that I wish to outline here.

Involving Men and Keeping Us Accountable: A Five-Step Process that Just Might

Work

Step One: Educate us about male violence

This is the work that many women are doing already – whether they are community educators in domestic violence programs, or hotline workers that are asked, “So, what do you do for a living?” and end up educating the stranger who happens to be sitting next to them on the bus. Some of these education programs are aimed at men —the Mentors in Violence Prevention Project, the Coaching Boys to Men campaign, and many others. Often, the most effective way to reach men is simply to feature the voices of survivors themselves. I believe that once men have truly listened to the voices of survivors, and they have survivors in their lives, they will not be able to NOT do this work.

Step Two: Ask us to do something small, something simple

The White Ribbon Campaign in Canada urges men to wear a white ribbon as a pledge to “never commit, condone, or remain silent about men’s violence against women.” The Men’s Resource Center for Change and other groups ask men to sign their names to a similar public pledge. College campuses often encourage men to participate in events such as “These Hands Will Not Hurt” or “Walk a Mile in Her Shoes.”

None of these efforts are very difficult, and some men will complete these projects and do nothing else. Yet for others (as it was for me), it will be the first step in a lifetime involvement.

Step Three: Ask us to learn more

Ask us to sign up for your agency’s volunteer advocate training (if such trainings accept men). Some trainings are 40 hours or more. Men will use that time to learn about the issue, meet others who are working for the same thing, and begin to build relationships of accountability with feminist women leaders.

Some colleges offer classes on men’s violence against women, or will give credit for men (and women) to attend an agency’s volunteer training. This helps busy students and folks who do not yet prioritize these issues in their lives.

Not all of the men who agree to the Step Two activities will agree to attend a volunteer training. Many men will help; however, only “when you need it.” These men are still important – keep them on a mailing list and ask them to help as often as they can (manufacture things for them to do, even). Some states are developing statewide Men’s Initiatives and have active email lists – Minnesota and Massachusetts among them. For many men, continued involvement with Step Two level activities will someday get them to “graduate” to Step Three and make that bigger commitment.

Most of our movement’s volunteer trainings cover more than just the surface level. My first volunteer training was where I learned that, for example, battering was not simply an individual “bad” man committing physical abuse because he was sick or crazy. I learned that the real root of battering is a society that favored my gender – sexism, racism, homophobia, rigid gender role expectations, institutionalized power, and privilege of some groups over others. Battering, I learned, was one person choosing to establish a pattern of coercive power and control over another. Sexism and other forms of oppression influenced this person’s choice, but in the end, it was that person’s choice to abuse.

It was at this point that I realized that I had much more in common with these “bad men” than I was comfortable with. It was at this point that I realized that some of my behaviors in college, for example, were certainly on the continuum of violence. The men in your volunteer trainings might be realizing the same things – this might scare them off, or it might bring them to a deeper level of commitment to challenge violence not just in the world, but in themselves as well.

Step Four: Mentor us

Invite us to conferences – what an inspiring place to meet our movement’s founding mothers! To meet others who are passionate about doing this work! It was at conferences (especially the NCADV conference) where I met and listened to Suzanne Pharr, Ellen Pence, and many others.

Conferences might feel scary at first to these men – they did to me. I had heard the stereotype of “man-hating feminists” and worried about how I would be accepted. Yet from the very first conference, I was more than accepted – I was invited, encouraged, and welcomed. Yes, when I said or did something sexist, I was called on it. Initially I reacted with defensiveness and felt attacked, but after a while, I realized this feedback was a gift, and now I try to treat it as such.

Some men new (and not new) to this work might react to feedback with defensiveness. Hopefully, these men will get over it, perhaps with support and encouragement from other men who do this work. But if, by Step Four, men are not willing to take feedback from women’s leaders, their involvement and leadership potential should be reconsidered.

Step Five: Encourage us to take leadership

We may *think* we are ready to take leadership right from the beginning! However, we should probably wait to do so until we know more about the issue. Even at this point, we will still make mistakes, but by now, we have set up a relationship of accountability with feminist women.

The leadership we take might even be to do the same educational work that taught us back at Step One—so the steps actually become a cycle! Moreover, the Step One activities might bring more men on board, at which point we can ask them to do some Step Two activities, and so forth.

The Future

The “2008 Call To Action Statement By Those Aspiring To Be Allies to Women of Color Advocates and Activists” states the following:

We all agree...that one does not get to label oneself an ally nor should one befooled into believing that the journey to becoming an ally is finite. In fact, as one shared, “I was always told by women of color that my ally status ‘expires every day at midnight!’” We must strive to work at it on a daily basis.

It is my honor to be an “aspiring ally” to women who have been victims of male violence. I am willing to work on being a better ally – being a better man – every day. I know that I have made mistakes, and I am sure I will make more, but I will keep at it.

More and more men are going to become involved in this movement. As this happens, we in the movement will use our collective wisdom to not only keep them involved, but also see to it that these men are accountable to women’s leadership. It is simplistic to believe that these five steps will “accountability-proof” the men who are coming into our movement. Some men will enter our movement, learn from women, and not “take over” – they will do the right thing right away. Yet many men are entering this movement and becoming part of the problem, while trying to become part of the solution. With this article, I am trying to help minimize that.

Michael Kimmel and Tom Mosmiller have written a book called *Against The Tide* about pro-feminist men in the United States. I am from New England, and I know that tides are powerful, but I also know that they can change. I envision a tide of men who have taken advocate trainings, who have listened to battered women, rape survivors and their advocates, who are accountable to our own sexism, who listen and get past defensiveness when we are challenged. Once this tide has changed, the men who sue our shelters, who say they are for “Father’s Rights” when really they are for the

suppression of mothers, and who refuse to be accountable to women will be going against that tide.

For a long time, my gender has been the source of most violence. Now that we are getting involved in being part of the solution, we are bringing our own sexism as we get involved. Nevertheless, the tide can also change. With some work, men will become involved in greater numbers, while practicing what we preach. We are working on a tidal change to stop domestic abuse, sexual assault, sexual coercion, sexism, racism, homophobia and heterosexism, transphobia, anti-Semitism, ableism, classism, and all forms of injustice. Those tidal forces we are shaping can create a culture where violence is unacceptable, where hypocrisy is unacceptable, and where we men challenge violence and sexism in ourselves as vigorously as we challenge it in others.

Atherton-Zeman, B. (2009, Spring). Minimizing the Damage – Male Accountability in Stopping Men's Violence Against Women. *A Journal of the Battered Women's Movement*, pp.8-13.

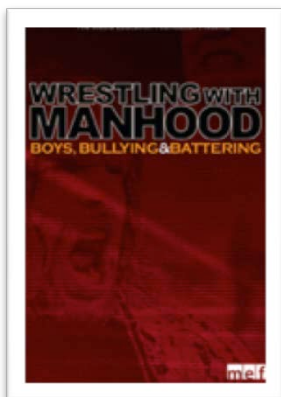
Media

The educational videos listed below may be used as training tools in various settings, but speak specifically to men's involvement to end violence against women and/or concepts regarding the social construction of masculine identities.

Breaking Out Of the Man Box

<http://www.acalltomen.org/>

National violence prevention organization A Call To Men helps organize communities to raise awareness and get men involved in ending violence against women. Their DVD, "Breaking Out of the Man Box", is an excellent tool for facilitating dialogue in a men's group. It asks critical questions about men's violence against women, the nature of sexism, and what men and boys can do to combat sexism in their communities.



Wrestling with Manhood: Boys, Bullying & Battering

<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=216>

"*Wrestling with Manhood* is the first educational program to pay attention to the enormous popularity of professional wrestling among male youth, addressing its relationship to real-life violence and probing the social values that sustain it as a powerful cultural force. Richly illustrating their analysis with

numerous examples, Sut Jhally and Jackson Katz – the award-winning creators of the videos *Dreamworlds* and *Tough Guise*, respectively – offer a new way to think about the enduring problems of men's violence against women and bullying in our schools." *

Study Guide [PDF]



Hip-Hop: Beyond Beats and Rhymes

<http://www.bhurt.com/>

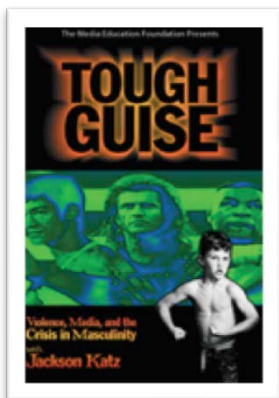
This documentary is a riveting examination of masculinity, sexism, and homophobia in Hip-Hop culture. Delivering a self-described "loving critique" of rap music, director Byron Hurt pays tribute to the power and creativity of Hip-Hop while challenging the rap music industry to take responsibility for glamorizing destructive stereotypes of manhood and perpetuating negative

myths about African American males. A resource guide, high school educator

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curriculum, facilitation tips, and fact sheets are available at www.bhurt.com, and on the PBS website

Tough Guise: Media Images and The Crisis in Masculinity



<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=211>

This educational program examines the relationship between the images of popular culture and the social construction of masculine identities, using excerpts from movies, music videos, and other media representations. The film addresses Latino, African American, Native American, Asian American, and Caucasian boys and men. Recommended for grades nine to adult, it shows images of sexualized violence (no nudity). © 1999, 57 minutes * Study

Guide [PDF] found on webpage above.

Young Men's Work

<http://www.hazelden.org/>

A video by Paul Kivel of Oakland Men's Project discusses the role of men in reducing male violence in society. Available separately, or as a component of Kivel's *Young Men's Work* curriculum.

Breaking Our Silence



Available through: Gloucester Men Against Domestic Abuse & Media Education Foundation

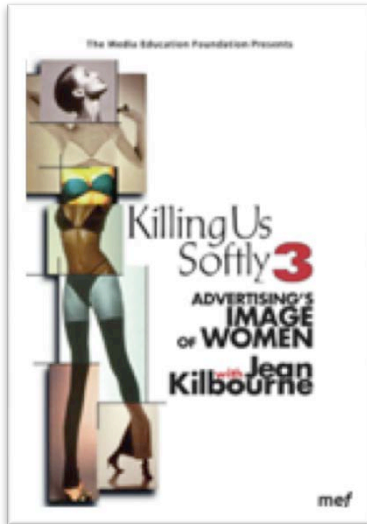
<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=219>
<http://www.strongmendontbully.com/video.html>

"This 11-minute documentary gives insight into the activist efforts of a group of men in the town of Gloucester, MA. Using footage from anti-violence marches and centering on community men speaking out against violence and domestic abuse, this video is an effective case study of how men can come together to challenge the violent construction of masculinity. With its focus on taking action to make change,

Breaking Our Silence is an excellent case study of the theories presented in MEF's *Tough Guise*." 11 minutes

Killing Us Softly 3: Advertising's Image of Women

Level Six: Influencing Policy and Legislation



Available through: Media Education Foundation
<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=206>

Producer's description: "Jean Kilbourne's pioneering work helped develop and popularize the study of gender representation in advertising. In this important video, Kilbourne takes viewers on a tour to see how the image of women in advertising has changed over the last 20 years. Questions addressed are... Does the beauty ideal still tyrannize women? Does advertising still objectify women's bodies? Are the twin themes of liberation and weight control still linked? Is sexuality still presented as women's main concern? Are young girls still sexualized and grown women infantilized? Are images of male violence against women still used to sell products?" Killing Us Softly 3 discusses the

link between objectification and violence, and demonstrates how advertising trivializes violence against women. © 2000, 34 minutes. A copy of the study guide can be obtained from the Media Education Foundation, <http://www.mediaed.org>.

MACHO



Available through: Women Make Movies, Inc.
<http://www.wmm.com/filmcatalog/pages/c527.shtml>

This powerful documentary was produced by the BBC and chronicles the work of the Men's Group of Managua (Grupo de Hombres Contra la Violencia de Managua - GHCV). The GHCV seeks to combat violence against women. It is comprised of grassroots activists in Nicaragua involved in innovative community education work and a national media campaign that calls upon men to take

responsibility for male violence and help end it. The interviews with members of the GHCV are in Spanish with English subtitles. © 2000, 26 minutes

Reviving Ophelia: Saving the Selves of Adolescent Girls

Available through: Media Education Foundation
<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=303>

In this exclusive, illustrated interview, Mary Pipher, Ph.D., discusses the challenges facing today's teenagers, especially girls, and the role of media and popular culture in shaping their identities. She offers concrete ideas for girls and boys, families, teachers, and schools to help girls free themselves from the toxic influences of today's media-saturated culture. This is an excellent basis for classroom discussion; appropriate for middle school age and older, parents and teachers. © 1998, 35 minutes. A copy of the Level Six: Influencing Policy and Legislation

study guide can be obtained from the Media Education Foundation,
<http://www.mediaed.org>.

Together: Stop Violence Against Women



Available through: Lifetime Television

http://www.mylifetime.com/community/olc/violence/together_doc2003.html

This powerful program highlights the stories of four survivors who experienced domestic violence in marriage, acquaintance rape on a college campus, battering with immigrant status, and stranger sexual assault with stalking. Each woman shares her personal struggles for survival. Also spotlighted are men in the movement to end violence against women, including Jackson Katz of the Mentors for Violence Prevention Program. Producer's description: "An original, thought-provoking documentary about women who found the courage to stop the violence in their lives. The program features interviews with these brave individuals as well as with advocates, friends and family members who helped them escape their violent situations." © 2003, 60 minutes (with ads)



NO! The Rape Documentary

<http://notherapedocumentary.org/>

This thought-provoking and powerful film by Aishah Shahidah Simmons discusses the issue of sexual violence against African-American women within an African-American context. A history of sexual violence against African-American women beginning with slavery and ending in contemporary times is discussed. Activists, artists and academics share their insights about why sexual violence is so prevalent against this population and continues to be such a taboo subject. This film is rich with possibilities for discussion through its questioning of societal structures that contribute to violence and oppression with a focus on the link between racism and sexual violence. This film is appropriate for juniors in high school to adult populations.



"Drop Jewels" by Public Offenders

<http://www.acalltomen.org>

"Public Offenders...delivers 11 songs with a powerful message to young men, men and fathers about respect for women. The lyrics inform men (as well as challenge men) to take a serious look at ourselves and our society as it relates to violence,

manhood, fatherhood and sexism. "DROP JEWELS" provides an extremely positive message of manhood that validates men and invites young men to get involved in the effort to end violence against women while also affirming the experience and reality of women. In addition, this talented group takes on the issues facing black men, teen pregnancy as well as the pain left with children by absentee fathers."

Literature

Many of the resources listed below may be used as training tools in various settings to engage men and boys. All speak specifically to men's involvement in the effort to end violence against women and concepts regarding the social construction of masculine identities.



What Every Man Can Do To Help End Men's Violence Against Women Handout from The White Ribbon Campaign (<http://www.whiteribbon.ca/>)



10 Things Men Can Do to End Men's Violence Against Women Handout from A Call To Men (<http://www.acalltomen.com/>)

Ten Things Men Can Do to Prevent Gender Violence

Handout from Jackson Katz.com



Involving Men in Efforts to End Violence Against Women

Article may be found on XY: men, masculinities and gender politics website (<http://www.xyonline.net/articles.shtml#Violence>)

This paper outlines strategies for the primary prevention of violence against women, focused on engaging and working with men using the Spectrum of Prevention. This guide can be used to foment new ideas and guiding principles that help advocates engage men and boys in their community. Since it is formatted around the Spectrum, it is a great complement to the MNP Guide to Engaging Men and Boys on every level of the Spectrum.



Building a “Big Tent” Approach to Ending Men’s Violence

Article can be found on the Family Violence Prevention Fund website (<http://endabuse.org/>)

This paper argues for an expansion of prevention work and gives examples to engage more individuals and organizations—specifically those with a large male membership—in the struggle against violence. The paper contains a set of six case studies, each highlighting the efforts of organizations from different sectors to include men in gender violence prevention.



Engaging Men as Social Justice Allies

Article may be found on the National Center Against Sexual and Domestic Violence website (<http://www.ncdsv.org/>)

This article looks at using a specific form of social change marketing and education – the “social norms approach” – applied to sexual violence efforts on college campuses. Although the article examines sexual violence, there are implications for educational efforts that focus on other forms of gender-based violence.



Politicizing Masculinities: Beyond the Personal

Article may be found in the **Siyanda: Mainstreaming Gender Equality** website (<http://www.siyanda.org/>)

This publication captures exciting new thinking and possibilities from conversations in a symposium on 'Politicizing Masculinities', held in October 2007 in Dakar, Senegal, organized by the Institute of Development Studies (IDS). Four key areas of discussion emerged: new ways of theorizing; male bodies and sexualities; shaping policies and transforming institutions; and mobilization, activism and movement-building.



Changing Masculinities in Nicaragua: A Community Based Approach

Article may be found in the **Siyanda: Mainstreaming Gender Equality** website (<http://www.siyanda.org/>)

This paper describes the background and political context in which community initiatives in Nicaragua began working with men against violence, including the theoretical framework, strategies, and critical assessment of their application.

The Individual and the Political: Promundo's Evolving Approaches in Engaging Young Men in Transforming Masculinities

Article may be found in the **Siyanda: Mainstreaming Gender Equality** website (<http://www.siyanda.org/>)

How can resistance to inequitable and violent forms of masculinity be promoted?
Instituto Promundo - a Brazilian initiative against gender violence - focuses on promoting positive masculinities.



Reaching Men: Strategies for Preventing Sexist Attitudes, Behaviors, and Violence

Book may be purchased through publisher's webpage
(<http://www.jist.com>)

Rus Ervin Funk's comprehensive manual for educators and organizers provides a theoretical background and practical tools, on the best strategies to educate and mobilize men against rape/sexual assault, domestic violence, dating abuse, stalking, pornography, prostitution and harassment.

XY: men, masculinities and gender politics

XY is a website (<http://www.xyonline.net/>) focused on men, masculinities and gender politics. XY features over 200 articles on key 'men's issues', and includes personal stories, book reviews and links to related websites. Resources specific to men's violence against women include:

- The Men's Bibliography a comprehensive bibliography of writing on men, masculinities, gender, and sexualities.
- A large collection of xy articles include articles under the general headings of Violence; Growing up male, boys/young men, boys' education; and Men's politics, Activism, The men's movement(s).
- Men's anti-violence activism (published works)
- The Profem mail list is an Internet list with a focus on men, masculinities and gender relations. Profem Archives are selected from previous Profem postings, grouped by subject, and available through xy online. Posted archives include: Masculinity, privilege, and men [PDF] and construction of masculinity, men's agency, and power [PDF].
- Engaging Men: Strategies and Dilemmas in Violence Prevention Education Among Men (2002) by Dr. Michael Flood provides useful information to those interested in implementing a prevention campaign targeting men, and focuses on strategies and their effectiveness with male populations.



Men Stopping Violence Articles

(<http://www.menstoppingviolence.org/>)

Why Do Men Batter? by Brian Nichols, B.A., Public Policy Team Manager

- Male Violence and Male Privilege by Dick Bathrick and Gus Kaufman, Jr., Ph.D.
- Unpacking Provocation by Red Crowley
- The Lie of Entitlement by Red Crowley
- Deconstructing Male Violence Against Women by Ulester Douglas, Dick Bathrick and Phyllis Alesia Perry
- "Men: What you can say and do to make a difference" Brochure

Working with Men & Boys to End Domestic Violence, Julia Perilla, Ph.D.

http://www.dvalianza.org/pdfs/Working_With_Men.pdf

This position paper by the *National Latino Alliance for the Elimination of Domestic Violence (Alianza)* speaks about the use of culture as a vehicle to end violence against Latinas. It invites programs working with Latino/a populations to commit to making cultural competency a central focus of their work. The paper provides a general framework of what cultural competency means and entails. It includes insight into the historical and current oppression and experiences of the Latina/o community. The paper describes how these factors, along with the understanding that the Latino/a community is comprised of diverse populations, shape the work of engaging Latinos as batterers, allies and youth to end violence .

MODEL ORGANIZATIONS

Men Stopping Violence

(<http://www.menstoppingviolence.org>)

Men Stopping Violence is a social change organization dedicated to ending violence. Their work provides great examples to strengthen the individual knowledge and skills of younger and older men. The “What We Do” section of their website offers ideas that may work in various communities. MSV works on other levels of the Spectrum of Prevention. They conduct community trainings, publish articles, and ally with other organizations doing similar work.

A Call To Men

(<http://www.acalltomen.org>)



Through seminars, workshops and other educational vehicles, A Call To Men helps organize communities to raise awareness and get men involved in ending violence against women. Their DVD, “Breaking Out of the Man Box”, is an excellent tool for facilitating dialogue in a men’s group. It asks critical questions about men’s violence against women, the nature of sexism, and what men and boys can do to combat sexism in their communities. They also offer presentations that may help jumpstart men’s engagement programs in various communities. Their website provides information on how to schedule a speaker.

Mentors in Violence Prevention

(<http://www.jacksonkatz.com/mvp.html>)

Mentors in Violence Prevention (MVP), a leadership training program, motivates student-athletes and leaders to play a central role in combating problems historically considered “women’s issues”: rape, battering, and sexual harassment. MVP conducts full or half-day workshops on engaging young men for college administrators, faculty, and staff, high school educators, sexual assault and domestic violence program staff, health-care professionals, law enforcement personnel, and others. The website links to other resources on engaging men and boys.

The White Ribbon Campaign

(<http://www.whiteribbon.ca/>)



The White Ribbon Campaign (WRC) is the largest network in the world of men working to end violence against women (VAW). In over fifty-five countries, campaigns are led by men and women, even though the focus is educating men and boys. In some countries it is a general public education effort focused on ending violence against women. To spread awareness, men wear a white ribbon as a symbol of their opposition to violence against women. Their website offers information on starting a white ribbon campaign.

The National Compadres Network

(<http://www.nationalcompadresnetwork.com/>)



The National Compadres Network offers trainings, consultations, technical assistance, curriculum training, and Círculos de Hombres (extended kinship groups) throughout the nation to end different forms of violence in their community and redevelop and strengthen the compadre family system of the Chicano/Latino community. They encourage positive involvement of Latinos with their families and communities and work to dispel popular myths of Latino/Chicano masculinity by utilizing and honoring traditional ways of being.

SUPPLEMENTARY CURRICULA

Expect Respect



The curriculum is part of a comprehensive program focused on building healthy relationship skills and creating a positive school climate in which inappropriate behaviors are not tolerated and staff members respond consistently to incidents. It contains a successful research-based evaluation and can be ordered from SafePlace for \$50. Details at www.safeplace.org

Healthy Relationships

Curriculum consists of three areas; aggression, gender equality and media awareness, to support the formation of healthy relationships. It includes 53 user-friendly activities, dozens of reproducible student handouts, and a comprehensive print and video resource appendix. Research-based evaluation demonstrated significant decreases in the number of physical violence incidents and the use of passive-aggressive strategies, increased disapproval of dating violence, and increased awareness of stereotypes used by advertisers in magazine ads. It can be purchased from Men for Change for \$52 plus \$10 for shipping, at www.m4c.ns.ca/order.html

Safe Dates



The curriculum includes school-based activities geared at changing norms, decreasing gender stereotypes, and improving conflict resolution skills. Activities include a theatre production, 10-session curriculum, poster contest, and training service providers as a form of community intervention. It contains a successful research-based evaluation. It can be ordered for \$195 at www.Hazelden.com.

Gender Violence, Gender Justice



This curriculum gives junior and senior high school teachers a rich set of materials to help students recognize, respond to, and eliminate sexual harassment and gender-based violence. It offers role-playing games and other activities for kids, and strategies for teachers to respond effectively to students' abuse disclosure. The curriculum can be purchased from the Transforming Communities website. <http://www.transformcommunities.org/>

Helping Teens Stop Violence



A practical guide for a proactive, multicultural approach in addressing the roots of violent behavior. Activities and

workshops in the book explore the manifestation of violence in families and dating, issues of race, gender, and age, and how teens can stop violence in their lives. It includes curriculum for classrooms and support groups, reproducible handouts, and strategies to support peer counselors and help abused teens. Available for \$16.95 or \$21.95 (spiral-bound) plus shipping, from www.hunterhouse.com

Bully-Proofing Your School

This system-wide prevention program was designed to help students and adults work to create a safe and caring school community. Training workshops are available for teachers and staff to help implement this program. *Bully-Proofing Your School* can be purchased from www.creatingcaringcommunities.com. Prices vary.

Making The Peace



This 15-session violence prevention curriculum was written to help young people break away from violence,

develop self-esteem, and regain a sense of community. It provides exercises, role-plays, in-class handouts, homework sheets, and discussion guidelines to explore dating violence, gangs, interracial tension, suicide, sexual harassment, and the social roots of violence. Making the Peace can be purchased from www.hunterhouse.com for \$24.95.



Thank You for Taking this Important Step in Ending Violence!

Participants in the antiviolence movement are interested in making communities safe and healthy places in which to live and grow. Engaging men and boys is an essential part of this effort.

Although men and boys have been allies to women since the onset, in the past decade, men and boys have become more vocal and helped build the momentum necessary to support their transformation from silent witnesses to active bystanders and allies. Women have grown through this process by allowing individuals linked to their oppression become part of the movement they created in the struggle for liberation. Abolishing oppressive systems of power and domination from communities is long and arduous.

This guide is offered as a small contribution to men and women making change happen in communities. Their wisdom, determination and creativity allow the anti-violence effort to progress. Thank you!