

HOW TO ENGAGE MEN AND BOYS IN VIOLENCE PREVENTION?



EFFECTIVE APPROACHES



GENDER TRANSFORMATIVE APPROACH

Encourage participants to critically reflect on the power dynamics between different genders. Explore how to challenge harmful gender and social norms which create power and privilege and perpetuate inequalities.



TRAUMA-INFORMED APPROACH

Use a compassionate approach in which facilitators centre the needs of project participants and are cognisant of the sensitivities of the subject-matter and the individual's circumstances, experiences, and strengths.

Focus on the strengths of each person engaged and empower them to use their skills. Use positive language like 'ally' and 'role model' instead of blaming language, like 'perpetrator'.



CONSIDERATIONS FOR PROJECT DEVELOPMENT



PREVENTION STRATEGIES

Identify whether the project will focus on primary, secondary or tertiary prevention. You can find out more in the [Wales Without Violence Framework](#) (page 18).

Consider the full range of project strategies that you could use as some may be more effective depending on your aims and audience. Strategies could be 1:1 working through to family, community, and societal level change projects.

1 Strengthening individual knowledge and skills

Enhancing an individual's capability of preventing violence and promoting safety.

2 Promoting community education

Reaching groups of people with information and resources to prevent violence and promote safety.

3 Educating providers

Informing providers who will transmit skills and knowledge to others and model positive norms.

4 Engaging, strengthening, and mobilising communities

Bringing together groups and individuals for broader goals and greater impact.

5 Changing organisational practices

Adopting regulations and shaping norms to prevent violence and improve safety.

6 Influencing policies and legislation

Enacting laws and policies that support healthy community norms and a violence-free society.



COPRODUCTION AND CULTURAL RELEVANCE

Work with men and boys from the target audience to codesign projects and engage with the communities in which they live, play, learn, and work to ensure the project is culturally relevant and the content is relatable. Hold sessions in accessible, safe, and comfortable settings that are appealing and relevant to the group.



EVALUATION

Understand how and why your project will work by developing a theory of change. Use your theory of change to evaluate your project to understand whether it is effective in preventing violence.

An evaluation toolkit can be found [here](#).



PROJECT DURATION AND TIMING

Run programmes for as long as possible for optimum engagement, relationship building, and impact.

Deliver sessions at the right time in an individual's life when they are most likely to engage positively and proactively, at reachable moments (for example, entering fatherhood or during adolescence).

CONSIDERATIONS FOR PROJECT DELIVERY



TEACHING STYLE AND STAFFING

Use a range of activities and methods to engage the target audience. Allow time for self-reflection, understanding, and accountability in a creative environment.

Employ staff with different gender identities who are empathetic, enthusiastic, and knowledgeable, who can be a positive role model.



INTERSECTING NEEDS

Recognise that individuals will have different needs, identity and lived experiences which may impact their motivation and ability to engage critically and reflectively with a gender transformative approach.



REIMBURSEMENT

Offer incentives for taking part in the programme, for example, a free meal or taking part in activities.



REPERCUSSIONS

Understand that some men and boys may have a fear of the repercussions that they may face for taking part in violence prevention programmes.



BALANCED GROUPS

Ensure the groups are balanced so that everyone can engage equally, without a dominant personality overshadowing them.

