# HOW TO ENGAGE MEN AND BOYS IN VIOLENCE PREVENTION?



## **EFFECTIVE APPROACHES**



#### **GENDER TRANSFORMATIVE APPROACH**

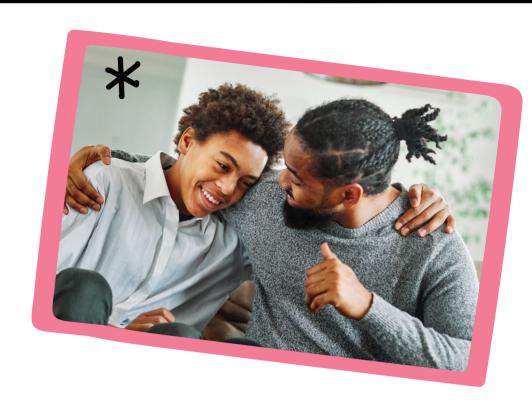
Encourage participants to critically reflect on the power dynamics between different genders. Explore how to challenge harmful gender and social norms which create power and privilege and perpetuate inequalities.



#### 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.

- Strengthening individual knowledge and skills
  - Enhancing an individual's capability of preventing violence and promoting safety.

Informing providers who

knowledge to others and

will transmit skills and

model positive norms.

4 Engaging, strengthening, and mobilising communities

**Promoting community** 

with information and

and promote safety.

Reaching groups of people

resources to prevent violence

education

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

Changing organisational practices

**3** Educating providers

- Adopting regulations and shaping norms to prevent violence and improve safety.
- Influencing policies and legislation

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

The Spectrum of Prevention for Engaging Men and Boys in Violence Prevention, Michael Flood, 2019



#### **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.



#### 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.



#### **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.





