



Gender Transformative Strategies to Prevent Sexual and Intimate Partner Violence: Exploring Outcomes from Manhood 2.0 Implementation

Tuesday June 29, 2021
11 AM-12:30 PM PT/2 PM-3:30 PM

AKJ: You can download the PowerPoint slides for this session here:

<http://www.preventconnect.org/wp-content/uploads/2021/06/Manhood-2.0-Slides-1.pdf>.

AKJ: Re-envisioning community norms: Social norms change as a sexual and domestic violence prevention strategy

<http://www.preventconnect.org/2018/12/re-envisioning-community-norms-social-norms-change-as-a-sexual-and-domestic-violence-prevention-strategy/>.

web conference summary http://www.preventconnect.org/wp-content/uploads/2018/07/2018_PC_ConferenceSummaries-Promundo.pdf?x47887.

AKJ: 2018 National Sexual Assault Conference: Be Bold Not Bogus: Fostering New Masculinities and Preventing Sexual Violence with High School Age Youth

<http://www.preventconnect.org/2018/11/2018-national-sexual-assault-conference-be-bold-not-bogus-fostering-new-masculinities-and-preventing-sexual-violence-with-high-school-age-youth/>.

AKJ: Five Things to Know About Manhood 2.0 and Gender Transformative Strategies to Prevent Sexual and Intimate Partner Violence

<http://www.preventconnect.org/2021/06/five-things-to-know-about-manhood-2.0-and-gender-transformative-strategies-to-prevent-sexual-and-intimate-partner-violence/>.

DL: Stop SV: Technical Package to Prevent Sexual Violence

<https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>.

Preventing Intimate Partner Violence Across the Lifespan

<https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>.

AKJ: Text chat question: How are you incorporating gender norms in your violence prevention work?

YB: I do Coaching Boys into Men with 7 schools in my area.

HAL: We're working with A Call to Men to change social norms on campus and engage men as allies in violence prevention!

CL: Man box/Woman box activities + discussion.

SRF: We have "Alaska Men Choose Respect".

CG: We've just switched from a media literacy curriculum (gender and violence) to ACTM's Live Respect.

STR: Addressing the basics of gender roles in a student-focused Instagram.

PH: developing a survey in tandem with north Idaho college about social norms around SV - moving away from Green Dot bystander prevention and trying to get at more root norms.

AH: Coaching Boys to Men

NW: gender neutral language and scenarios! working with male peer educators.

HS: Changed our content to use gender neutral language.

YB: I designed a program called Girls Academy for high school girls.

LJ: Brand new legislation was just passed in WA state mandating comprehensive sex ed which includes gender-inclusive learning objectives! We will be helping implement these new standards in the schools this year.

BO: Looking at gender stereotypes and how they influence consent and response to survivors.

BO: CBIM activities are done through gender lens.

KP: Project Roots.

SC: We work with multiple fraternities on the college campus in our area as their philanthropy.

DB: The biggest thing I am trying to work on is changing social norms. We have also established a men's steering committee to reach prominent men in our community.

SR: Prevails 100 Men program.

SD: We do a lesson on challenging social norms (that's really about gender norms), as well as unpacking gendered norms in pornography.

PH: Deb Bonner- where are you located?

DB: Springfield IL

CG: Also lots of work with LGBTQ+ community groups and workshops on gender identity and sexuality.

LM: hi everyone, so sorry for my delay - the Senator had a flat tire! grateful to the team and for all of you being here!

KM: We had a very vibrant group called Delaware MEN (a men's engagement network), but it has recently disbanded due to a lack of participation. It is difficult to sustain engagement of the men.

MMc: What are you doing to address the institutional betrayal that allows serial rapists to exist and thrive in University Health Centers, the military and the clergy (etc.) that affects both male, female and TGNC people?

ET: Boys Run I toowú klatseen --a social emotional learning program rooted in Southeast Alaska Traditional Tribal Values that promotes respect and healthy relationships.

JG: bystander intervention, diversity and inclusion classes/discussions.

BT: advocating to men that they should have their consent asked as well in sexual health presentations.

AR: We are taking trainings and learning about the norms that we may be putting into our advocacy without realizing. We are really just trying to educate ourselves.

A: All curriculum is through a gender equity lens and focuses on intersectionality.

SM: One of our programmers is using an indigenized adaptation of A Call to Men: Live Respect, and another is working with barbers to increase positive bystander behaviors.

MPG: Normalizing asking for pronouns/ explaining significance, gender box activity with intersectional analysis, talking about IPV with the pyramid of abuse.

AKJ: Male Adolescents' Gender Attitudes and Violence: Implications for Youth Violence Prevention <https://pubmed.ncbi.nlm.nih.gov/31889621/>

MMc: <https://www.michiganradio.org/post/survivors-robert-anderson-call-out-u-m-regents-failures-call-better-accountability#:~:text=There%20are%20new%20allegations%20that%20longtime%20University%20of,abusing%20athletes%20and%20others%2C%20including%20Schemb%27s%20own%20son%20>.

AKJ: The Man Box Study <https://promundoglobal.org/resources/man-box-study-young-man-us-uk-mexico/>

MMc: <https://www.msn.com/en-us/sports/more-sports/coach-in-nassar-scandal-gets-early-release-from-probation/ar-AALA2DJ?ocid=uxbndlbing>

AKJ: Promundo Program H <https://promundoglobal.org/programs/program-h/>

DL: It is so important to see the shared risks in cross cutting issues - preventing violence is linked to other issues!

AKJ: Adapting a global gender-transformative violence prevention program for the U.S. community-based setting for work with young men
<https://pubmed.ncbi.nlm.nih.gov/30956935/>

DL: Manhood 2.0
<https://promundoglobal.org/resources/manhood-2-0-curriculum/>

MMc: Was required to take gender specific courses (4) in undergrad training.

LJ: We are facing a lot of pushback about the inclusive sexual health ed in Island Co WA. Gaining buy-in from parents and community members has been challenging.

JG: Lea unfortunately your experience in gaining buy-in is common across the country.

AKJ: Effect of a Community-Based Gender Norms Program on Sexual Violence Perpetration by Adolescent Boys and Young Men: A Cluster Randomized Clinical Trial

https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2774425?utm_source=For_The_Media&utm_medium=referral&utm_campaign=ftm_links&utm_term=122220

AKJ: Racial identity, masculinity, and violence exposure perspectives from male adolescents in marginalized neighborhoods

<https://www.sciencedirect.com/science/article/abs/pii/S1054139X20304675>

MMc: I think we see the structural effects of the pandemic on IPV. It's not an excuse or "enabling," it's fairly observable.

LS: These qualitative stories are really powerful-- thanks so much for sharing and for collecting these young people's stories and voices for us to learn from.

CH: This type of rapport building between the participant and the group facilitator is so crucial to their process and their overall journey to manhood!

TT: Wow!

DHH: Right?! That was beautiful!

PH: This is really interesting, thank you so much.

PH: Are there examples of combined Manhood AND job skills training happening with the same folks at the same time, since both have their own effects- what about synergistically?

LM: @Phoebe Harpainter - not yet and we think that is precisely what needs to happen - a combination of gender transformative programming tied to structural interventions.

GB: @Phoebe - that's what we want to do next. There are some experiences in South Africa (a program called Creating Futures) that found a strong synergy on that. I can find that reference if useful.

YO: @alison I'm in tears. WOW. Thank you.

AKJ: Text chat question: Which one of these takeaways resonates with your community?

PH: Liz, I am in total agreement. I really appreciate this presentation!

PH: Gary, that would be great. thank you!

GM: Social and structural constraints.

YO: manhood as a process.

AR: Understanding manhood as a process, that it is more than what our cultures or society may put on men.

KV: social and structural constraints are probably the loudest for me.

KB: social and structural constructs.

CV: Social and structural constraints.

DB: Programming must meet participants in the process.

DHH: Programming must meet participants in this process of complex identity formation.

BA: social and structural constraints.

CB: Gender equity and social justice.

SS: Intersectional approach to gender equity and racial justice.

RG: Manhood as a process, especially teaching teens that they are growing and should be able to challenge their own ideas and perception.

JS: We strive to meet participants in the process of their complex identity formation relative to their interpersonal experiences and structural challenges.

SFQ: Intersectional approach.

SD: Definitely the programming must meet participants in this process of complex identity formation - I worked with youth in detention and this was a key part of working with them. Recognizing the ways in which they've used violence for survival but also deconstructing ideas of manhood.

DR: We have a MALES Prog at my college, so Manhood Is A Process and we guide them the whole way, even after graduation.

AH: Importance of fathers and other father figures. Many of the participants saw so much throughout their lives and had to grow up quickly.

SO: intersectional approach to gender equity and racial justice.

LM: Fathers and father figures.

GB: @Phoebe - here is the reference I mentioned:

<https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-017-4223-x>

NB: Social and structural constraints are definitely high for me

CMM: facilitators being involved in the community they serve and manhood is a process.

LJ: Program facilitators rooted in communities they serve - the importance of understanding and caring. This presentation was a wonderful example of the powerful potential of qualitative data.

JG: primarily intersectional approach, and social and structural constraints.

PH: I also love the facilitator emphasis- it is so key having the right person to deliver.

JE: intersectional approach.

VS: It was really powerful to hear how participants felt about the vulnerable, personal sharing from facilitators. I know that can be a difficult line to walk between developing mutual connection and maintaining healthy boundaries, but personal vulnerability sounds really key.

LJ: I wonder if there would be a difference in program outcomes depending on whether the facilitator(s) are male, female or nonbinary.

PH: Love that quote David.

JG: I agree with you @Phoebe, I find the delivery really matters.

PH: Jose- I am nodding emphatically!!

KV: YES! Sexual health promotion is sexual violence prevention.

SD: Yesssss, violence prevention IS sex ed.

CH: Absolutely!!

SM: Where is the applause emoji??

FSW: Under Reactions

AKJ: @Sarah at the bottom of your screen — reactions!

TV: Yes Jose!

BT: golly that "but don't be gay around me" hits and has been really highlighted with how Lil Nas X has been reacted to.

DL: Community connectedness is an important protective factor to prevent violence!

CT: Jose Garth do you have a website?

EC: How do we train these trusted adults/facilitators? So many people have the best intentions but not the background, knowledge and best practices.

CH: Jose, you were wonderful. Thank you so much for that pertinent information!!

AR: Thank you for all the information!

TT: How can we contact Jose?

SP: This was an amazing presentation. I was curious from a research perspective about the recruitment strategy and incentives (money or otherwise) for retention. Impressed at 800+ youth signing up for an 18-hour program!

LJ: Are most of the facilitators male? Would you consider it important to make sure at least one of them is male?

JG: I am in the process of making one but for now folks are welcome to contact me through my email jgarth@gwensgirls.org

CB: Are there examples of this program being successfully delivered at community colleges?

AH: Is there a plan to revisit the participants of the study to see how it impacted their lives AFTER?

CB: How can victim advocates best support LGBTQ sisters and brothers when responding to sexual assault?

NS: Are most facilitators cis straight males?

SL: What were the challenges in this implementation and how did you work around them? Comfort in facilitators in teaching sex ed, attendance, recruiting participants and facilitators, finding partner programs.

CP: Thanks, @Caroline

EJ: What is it that makes you believe change can be done to decrease rape in male/female population?

KC: Do you see any peer mentoring happening within these programs? How can you foster that? does it work to foster that?

SM: Question for Alison: the quotes you shared were so powerful and vulnerable. Did you do anything in particular to create a space where they felt safe sharing those thoughts?

CH: Have you all conducted studies on attachment-based perspectives with the older teenagers with regard to how they have experienced/witnessed violence between their caregivers (e.g., father/father figure who abused their mother?) and how this has influenced their behaviors in their relationships presently?

AJ: what are the best ways to implement manhood 2.0 when responding to SA/DV exams.

LM: happy to answer questions via email as well - elizabeth.miller@chp.edu

ER: Chelsea, I love your question! I've been thinking a lot about how attachment relates to prevention.

GB: @Chelsea - thanks for bringing up that topic. We have reviewed how to bring this into the programming. Here's our review of some of the evidence and approached: <https://promundoglobal.org/resources/breaking-the-cycle-of-intergenerational-violence-the-promise-of-psychosocial-interventions-to-address-childrens-exposure-to-violence/>.

CG: Any tips on securing funding to provide a stipend whether it is for adult volunteer facilitators or peer mentors? I know much of that will be state specific.

DH: to piggy back on that question, where did the grant funds come from?

LM: @Karissa - with our newer work called Creating Peace (also in collaboration with Promundo), some of our previous participants are now done with high school and returning to serve as near-peer mentors and facilitators.

EC: @Claire CDC RPE funds can help fund programs like this, but you're right, those are then filtered down to state specific funds.

CH: @Erica- thank you! I am a doctoral student and I am studying attachment theory and how this framework is interconnected with father figures and how family violence and trauma is transmitted to children and teens in Black households... so it should be looked into more, for sure!

CG: Paying volunteers seems necessary (in addition to changing our hiring practices) when so many social service professionals do not hold the same identities as the youth we're serving.

SM: Thank you for that information Alison!

CH: @Gary, awesome! Thanks for sending this information over!

LM: for funding -- this was initially CDC research funds from Injury and Violence Prevention and because sustainability is key, we have been fortunate to have funding from our human services and health dept in our county - this allows us to offer \$10 per session for youth (we ask them to complete a feedback survey after each session) and to support the facilitators.

CH: Preach, Jose!! Representation Matters :))

LM: yes, @Claire - we pay the community facilitators \$30/hr.

AKJ: Text chat question: What is something you plan to incorporate in your violence prevention after this conversation?

CG: That's great to hear Liz. Definitely going to continue to be creative in funding the work of the community in addition to providing resources and best practices.

EC: <https://www.cdc.gov/violenceprevention/sexualviolence/rpe/states.html> .

EJ: Excellent presentation

PH: Thank you so much for this presentation. That hour and a half flew by!!

CC: Thank you all so much!!

KV: lovely thank you

DB: Thank you!!

AD: Thank you all!

DHH: Thank you!

CMM: Excellent presentation!

SO: Awesome Presentation!!!!!! It was very informative.

DH: we are revising our youth education on SV/consent in middle and high schools and the curriculum would be very useful. Thank you!

AH: Thank you everyone!

KH: Thank you so much!! Wonderfully presented and really eye opening.

LM: Amazing information! Thank you so much.

LC: Thank you

EJ: Thank you for the information, excellent presentation.

EG: Thank you so much.

JG: It was such a pleasure, thanks!

NP; Thank you for taking the time to share this important information.

MH: Thank you!

CL: Thank you all so much!

JW: Thank you for the great information