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**Thematic session:** Gender transformative intervention to promote positive masculinities and/or engage young people in VAW prevention. What works?

# Masculinities and gender-based violence educational interventions among young people

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# Why do this review?

Pérez-Martínez, V., Marcos-Marcos, J., Cerdán-Torregrosa, A., Briones-Vozmediano, E., Sanz-Barbero, B., Davó-Blanes, M., Daoud, N., Edwards, C., Salazar, M., La Parra-Casado, D., & Vives-Cases, C. (2021). Positive Masculinities and Gender-Based Violence Educational Interventions Among Young People: A Systematic Review. *Trauma, violence & abuse*, 15248380211030242. Advance online publication. <https://doi.org/10.1177/15248380211030242>

## Positive Masculinities and Gender-Based Violence Educational Interventions Among Young People: A Systematic Review

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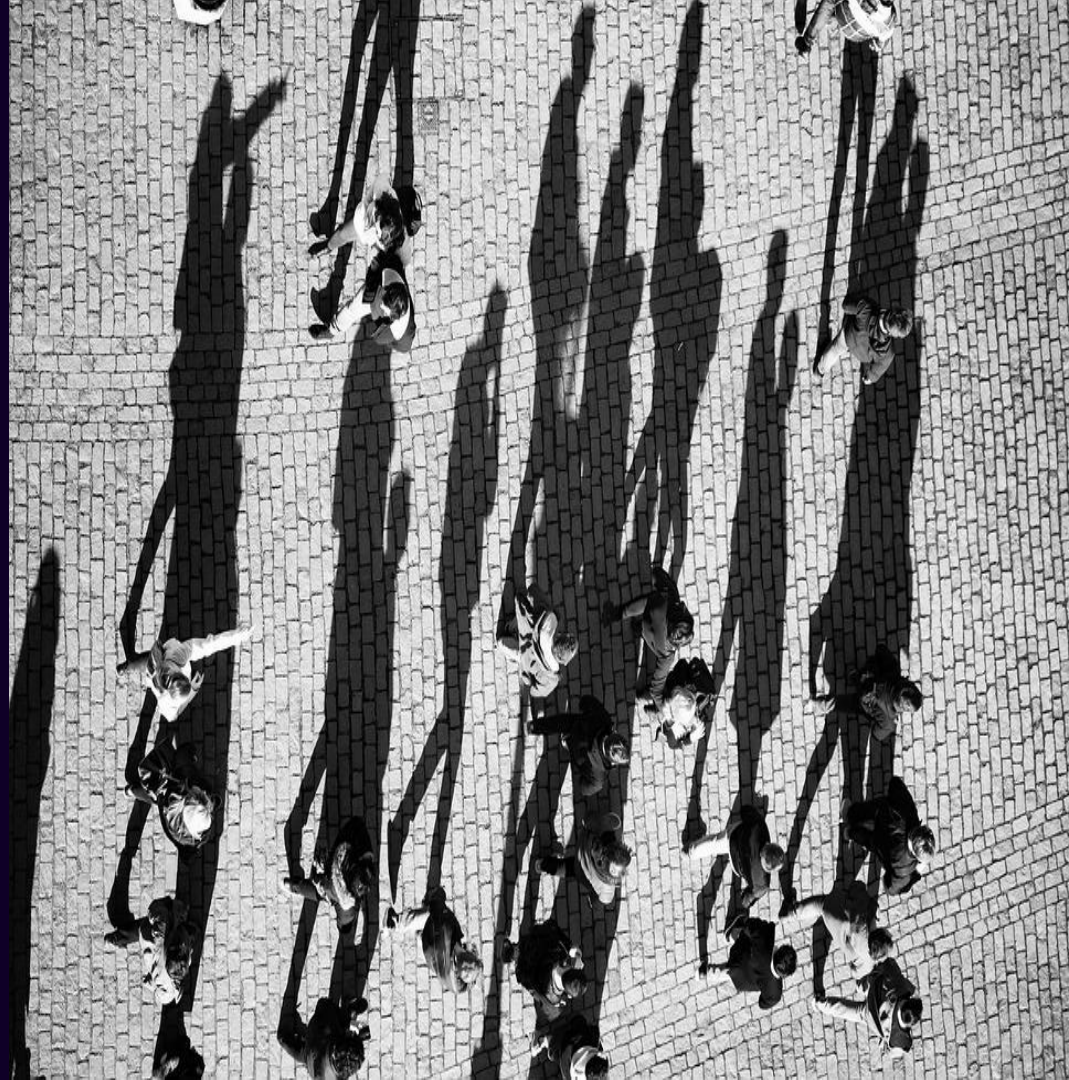
### Abstract

**Background:** Hegemonic masculinity has been recognized as contributing to the perpetration of different forms of gender-based violence (GBV). Abandoning hegemonic masculinities and promoting positive masculinities are both strategies used by interventions that foreground a “gender-transformative approach.” Preventing GBV among young people could be strengthened by engaging young men. In this article, we aim to systematically review the primary characteristics, methodological quality, and results of published evaluation studies of educational interventions that aim to prevent different forms of GBV through addressing hegemonic masculinities among young people. **Main body:** We conducted a systematic review of available literature (2008–2019) using Medline (PubMed), Scopus, Web of Science, PsycInfo, the CINAHL Complete Database, and ERIC as well as Google scholar. The Template for Intervention Description and Replication was used for data extraction, and the quality of the selected studies was analyzed using the Mixed Method Appraisal Tool. More than half of the studies were conducted in Africa ( $n = 10/15$ ) and many were randomized controlled trials ( $n = 8/15$ ). Most of the studies with quantitative and qualitative methodologies ( $n = 12/15$ ) reported a decrease in physical GBV and/or sexual violence perpetration/victimization ( $n = 6/15$ ). Longitudinal studies reported consistent results over time. **Conclusions:** Our results highlight the importance of using a gender-transformative approach in educational interventions to engage young people in critical thinking about hegemonic masculinity and to prevent GBV.

## On the basis of some existing evidence

Gender-based violence is a global public health problem that disproportionately affects women.

There is growing concern about the increasing magnitude of GBV among young people, especially in terms of sexual violence (SV) and intimate partner violence (IPV).





In Europe, it is estimated that **6%** of women aged 18–29 experience physical and/or sexual intimate partner violence (IPV), and that as many as **44%** may experience psychological violence from a partner in their lifetime.

European Institute for Gender Equality (2022) Combating coercive control and psychological violence against women in the EU Member States. Publications Office of the European Union, Luxembourg.



The gender-transformative approach aims to help men and women build more positive and nonviolent relationships through gender-equitable attitudes, behaviours, and community structures.

Figure. The gender equity continuum

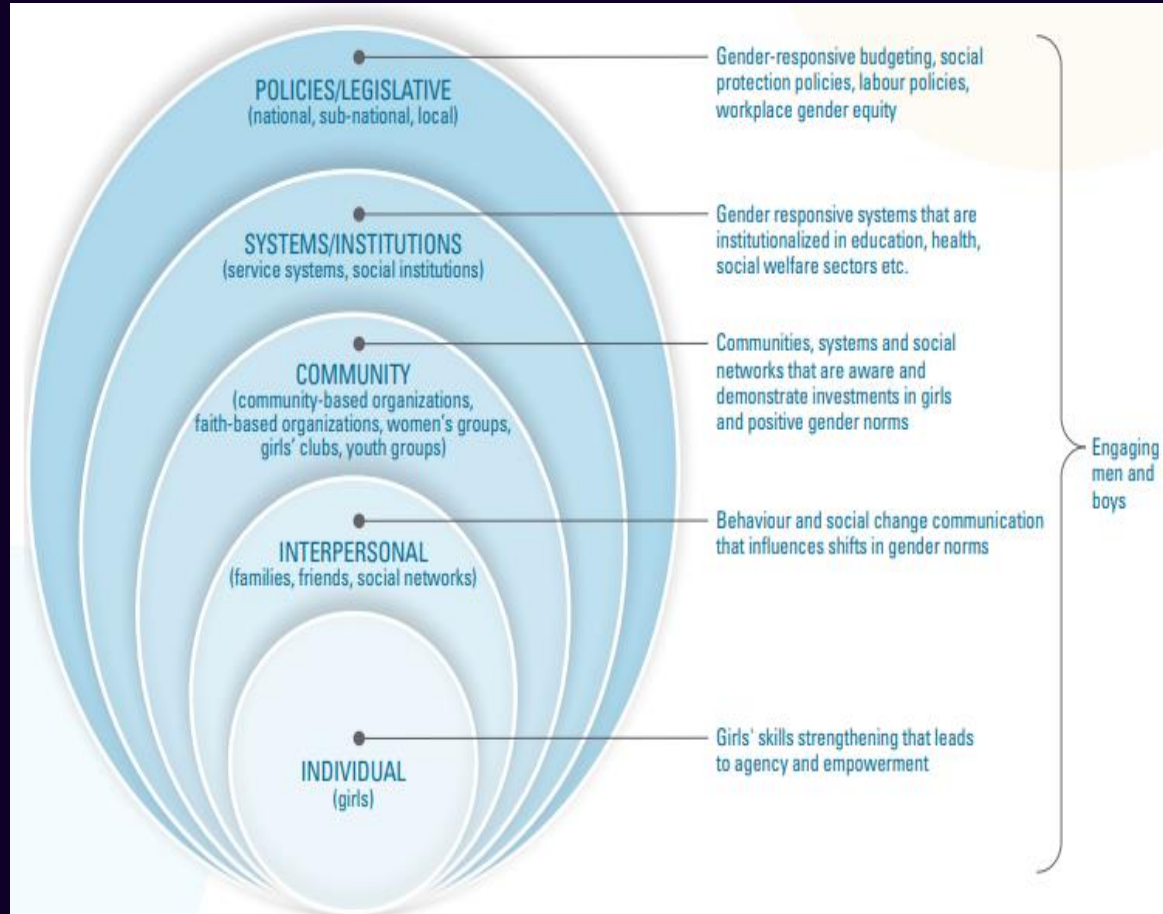


## The socio-ecological model and opportunities for gender-transformative programming

The socio-ecological model amplifies the possibilities for action



This theoretical model helps us to programme more effectively, by combining interventions that effect change at different levels (individual/interpersonal, community/societal).





Despite a large number of systematic reviews about the characteristics and outcomes of interventions based on GBV prevention, relatively few of them have focused on the gender-transformative approach working with hegemonic masculinity or gender roles in young populations.

Our study builds on recent existing reviews of programs that use this approach and looks at the participation of men and boys in these programs.

Levy, J. K., Darmstadt, G. L., Ashby, C., Quandt, M., Halsey, E., Nagar, A., & Greene, M. E. (2020). Characteristics of successful programmes targeting gender inequality and restrictive gender norms for the health and wellbeing of children, adolescents, and young adults: a systematic review. *Lancet. Global health*, 8(2), e225–e236.

Casey, E., Carlson, J., Two Bulls, S., & Yager, A. (2018). Gender Transformative Approaches to Engaging Men in Gender-Based Violence Prevention: A Review and Conceptual Model. *Trauma, violence & abuse*, 19(2), 231–246.

## Characteristics of successful programmes targeting gender inequality and restrictive gender norms for the health and wellbeing of children, adolescents, and young adults: a systematic review



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### Summary

**Background** In the context of the Sustainable Development Goals and the shifting global burden of disease, this systematic review analyses the evidence from rigorously evaluated programmes that seek to transform the gendered social norms undermining the health and wellbeing of children, adolescents, and young adults. The aim of this study was threefold: to describe the landscape of gender-transformative programmes that attempt to influence health-related outcomes; to identify mechanisms through which successful programmes work; and to highlight where gaps might exist in implementation and evaluation.

*Lancet Glob Health* 2020; 8: e225–36

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See [Comment](#) page e159

Article

## Gender Transformative Approaches to Engaging Men in Gender-Based Violence Prevention: A Review and Conceptual Model

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1–16  
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DOI: 10.1177/1524839016650191  
[tva.sagepub.com](http://tva.sagepub.com)

Erin Casey<sup>1</sup>, Juliana Carlson<sup>2</sup>, Sierra Two Bulls<sup>2</sup>, and Aurora Yager<sup>3</sup>

### Abstract

Engaging men and boys as participants and stakeholders in gender-based violence (GBV) prevention initiatives is an increasingly institutionalized component of global efforts to end GBV. Accordingly, evidence of the impact of men's engagement endeavors is beginning to emerge, particularly regarding interventions aimed at fostering gender equitable and nonviolent attitudes and behaviors among men. This developing evidence base suggests that prevention programs with a "gender transformative" approach, or an explicit focus on questioning gender norms and expectations, show particular promise in achieving GBV prevention outcomes. Interventions targeting attitude and behavior change, however, represent just one kind of approach within a heterogeneous collection of prevention efforts around the globe, which can also include community mobilization, policy change, and social activism. The degree to which gender transformative principles inform this broader spectrum of men's engagement work is unclear. The goals of this article are twofold. First, we offer a conceptual model that captures and organizes a broader array of men's antiviolence activities in three distinct but interrelated domains: (1) initial outreach and recruitment of previously unengaged males, (2) interventions intended to promote gender-equitable attitudes and behavior among men, and (3) gender equity-related social action aimed at eradicating GBV, inclusive of all genders' contributions. Second, we review empirical literature in each of these domains. Across these two goals, we critically assess the degree to which gender transformative principles inform efforts within each domain, and we offer implications for the continuing conceptualization and assessment of efforts to increase men's participation in ending GBV.

## What did we want to contribute with this paper?

To systematically review the primary characteristics, methodological quality, and findings of published evaluation studies of educational interventions that aimed to prevent different forms of GBV by addressing hegemonic masculinities among young people.

Review Manuscript

## Positive Masculinities and Gender-Based Violence Educational Interventions Among Young People: A Systematic Review

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1-19  
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## What was the challenge of this review study?

The challenge of the present study was to provide more comprehensive information on the methods and content of educational interventions, incorporating into the analysis several dimensions that had not been considered in previous studies (e.g., population representativeness, group comparisons, coherence between qualitative data, etc.).

This review study also provides an analysis of the quality of methods (quantitative, qualitative, or mixed) and considers the reliability and/or validation of the methodological tools used in the studies.



# Some methodological considerations



### Information Sources and Search Process

Reviewed available literature using 6 electronic databases: Medline (PubMed), Scopus, Web of Science, PsycInfo, CINAHL Complete Database, and ERIC.



**Box 1.** Search Strategy of studies about intimate partner violence interventions among young people using gender-transformative approach (2008–2019).

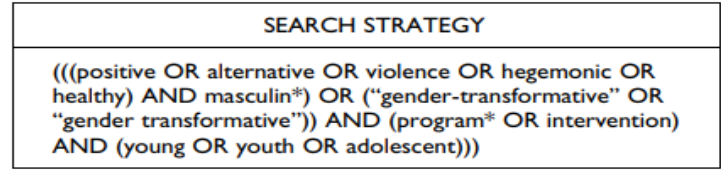
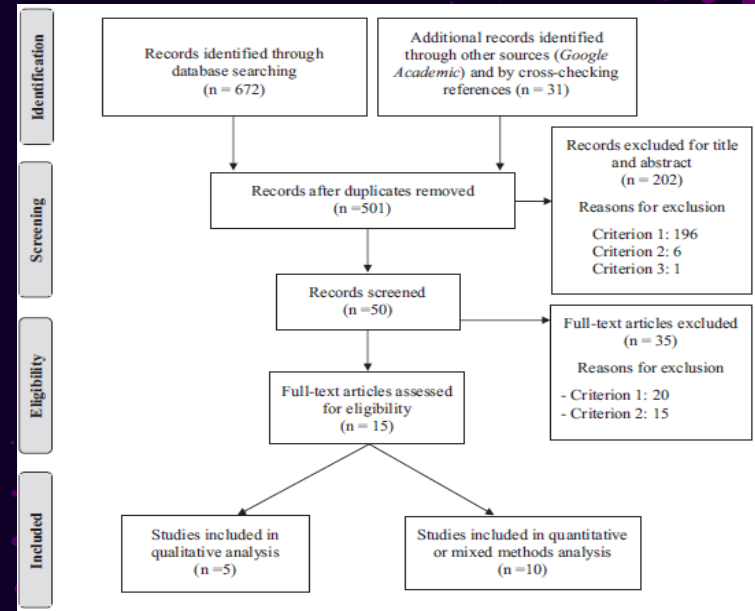


Figure. Flow chart of selected studies

Mixed Method Appraisal Tool (MMAT)

Template for Intervention Description and Replication (TIDieR)

Analysis



# Key findings and ideas for further discussion



Most of the studies included in the review led to reductions in IPV (both victimization and perpetration).

They also influenced other outcomes such as sexual health and sexual rights issues, or the intention to involve in violent situations.



Among the studies included in the analysis, some common aspects associated with decreasing IPV in its different forms were the use of **educational discussion groups**, regardless of whether their aim was to reduce victimization or perpetration.



## How Interventions Work Gender-Transformative Approach and Masculinities

Among the key topics addressed in the analyzed interventions, the following stand out:



Exploring meanings of masculinity and reducing adversarial attitudes toward women

Fostering empathy regarding sexual assault, and increasing awareness about conditions of consent

Challenging masculinity norms that are denigrating toward women

Increasing men's knowledge about the impact of gender based violence and providing conflict management skills

The negative effects of endorsing and enacting dominant norms of masculinity

## Some identified limitations and/or knowledge gaps

Future studies of educational interventions and evaluation should describe in more detail information about the intervention (content, number of sessions, and length of intervention) to improve quality.

More longitudinal studies are required to assess the effectiveness over time.





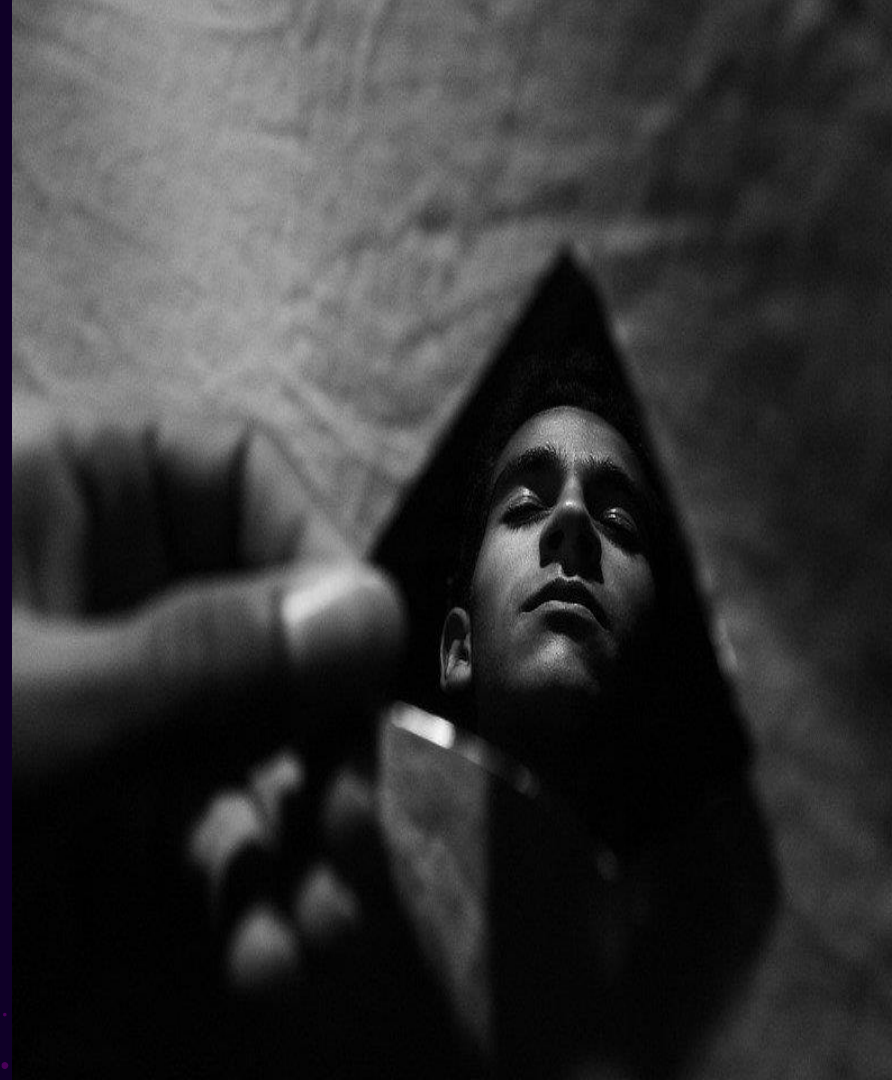
**Some controversies and/or  
issues for further discussion**

As we have seen, the fact that hegemonic masculinity is associated with violent behaviours and attitudes means that the selected intervention studies incorporate conflict management and communication skills components with the goal of learning to resolve conflict situations without violence...

... but the literature has also highlighted some limitations of gender-transformative health programmes involving boys and young men



Overemphasis on harmful masculinities



Among other aspects, this idea links with the debate on...

... the relevance of combining gender equality content in programmes and interventions with content on the costs of hegemonic masculinity (what we have called “the dark side of privileges”) without them feeling attacked or blamed.



**Another aspect of interest:**

Our findings suggest that the success of gender-based transformative education programmes may depend on creating critical awareness of restrictive gender norms...

... but community involvement is also key.

To promote greater community involvement our results also confirmed the importance of the sociocultural contextualization of interventions.





# An overall conclusion



Our review highlights the success of the gender-transformative approach to develop critical thinking about hegemonic masculinity and driving changes toward other forms of more positive masculinity.

Specifically, the review shows that educational interventions aimed at preventing IPV through addressing hegemonic masculinity (including gender roles, patriarchal norms, gendered attitudes on IPV, etc.) show promising results.



# Thanks for your attention!

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