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Developing strategies to support anti-VAW masculinities

Promoting positive masculinities to address violence against women: a multi-country concept mapping study

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International conference
Engaging youth to promote positive masculinities to end violence against women
Karolinska, Stockholm, Sweden
October 19-20, 2022

Multi-country project

- **Sweden-** Mariano Salazar, Anna Neilsen,
- **Spain-** Carmen Vives-Cases, Ariadna Cerdan-Torregrosa, Belen Sanz-Barbero,
- **Ireland-** Claire Edwards, Robert Bolton,
- **Israel-** Nihaya Daoud, Ayelet Carmi, Mashlin Khuri, Samira El-fayoumi Zeadnah,

- **A local advisory board in each country**

- **Funding: The Gender-Net EU project**

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Study rational and background

- VAW is a persistent problem.

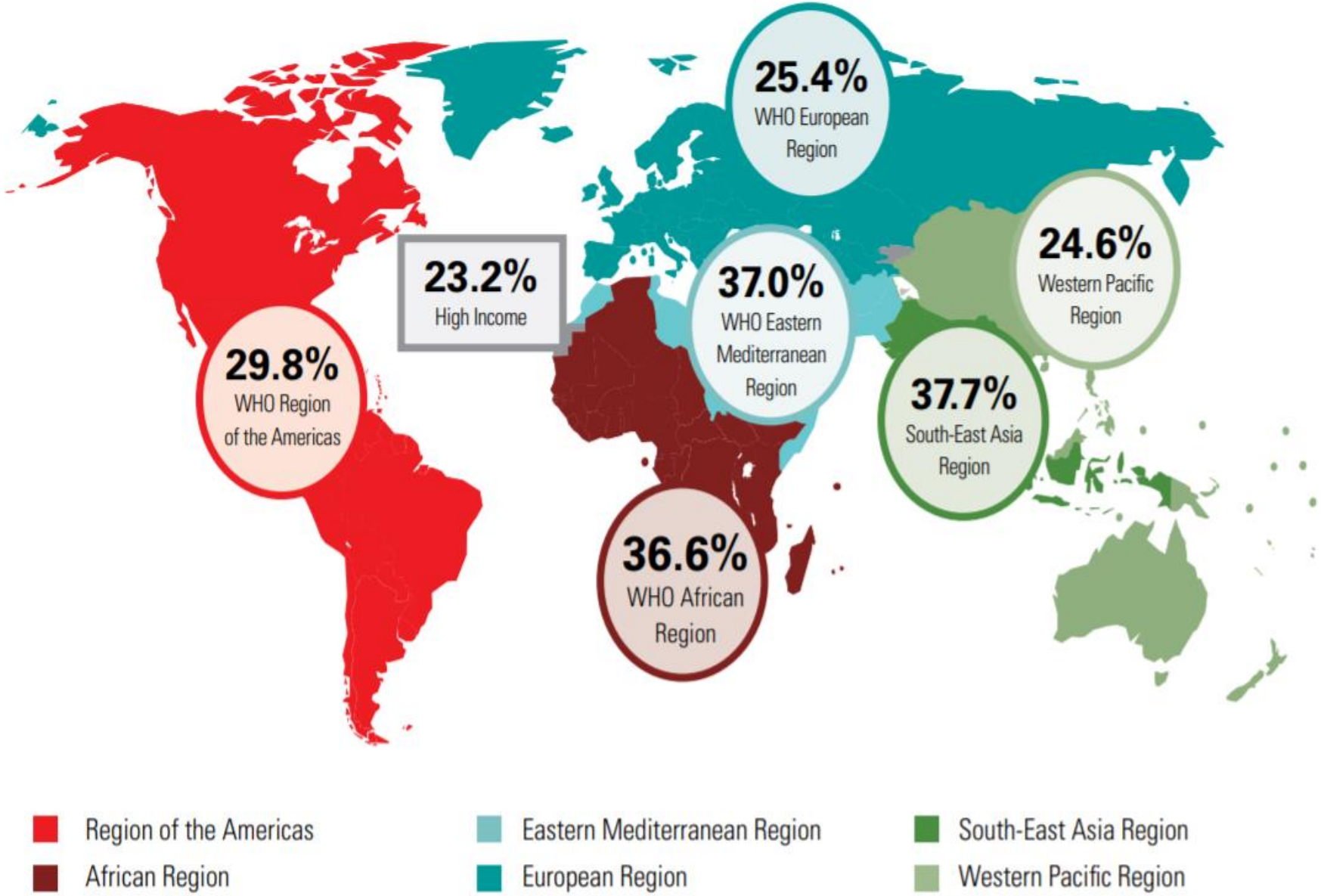
- Despite public policies and legislative actions aiming to curtail men's violence against women (VAW) around the world, women continue to be exposed to violence throughout their life course.

Prevalence of VAW by regions

30%

Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence.

(WHO, 2012)



Global WHO data on IPV among young women

Past year IPV against women:

- **16% (14%-19%) - age 15-19**
- **16% (13%-19%) - age 20-24**

- **13% (11%-17%) - age 30-34**
- **10% (8%-13%) - aged 40-44**

(Sardinha, Maheu-Giroux, Stöckl, Meyer, & García-Moreno, 2022)

What we know?

- Research has shown adolescents and ***young adults are more likely*** to be engaged in VAW as perpetrators or victims.

- ***Perceptions of masculinity and VAW*** are likely to be formed in early adulthood.

- ***Hegemonic masculinity*** is less likely to support gender equity and more likely to be involved in the perpetration of men's violence against women (VAW) and intimate partner violence (IPV), while ***positive forms of masculinity*** are more accepting of gender equity and less likely to be engaged in gender-based violence (GBV).

- ***Few studies*** have explored ***how positive masculinity can be promoted***, particularly among young people, to engage men in gender equity, and IPV and VAW prevention.

Evidence and knowledge gap

- Engaging young men in VAW prevention can transform unequal gender norms (Jewkes, Flood, & Lang, 2015), and change masculine ideals that sustain and promote VAW as a tool for controlling women (Morrison et al., 2007).

- Thus, it is critical to identify how positive masculinities can be promoted and sustained in a diversity of societal settings.

- However, to the best of our knowledge no studies have identified actions/strategies that can promote and support positive anti-VAW masculinities.

- Voices of young people and other stakeholders are important

Study aim

- To identify key multicountry strategies, as perceived by young adults and other stakeholders, for promoting positive masculinities to improve gender equity, prevent and target VAW.

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Positive masculinities

- Positive forms of masculinity that are more accepting of gender equity and less likely to be engaged in gender-based violence (GBV)

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Methods

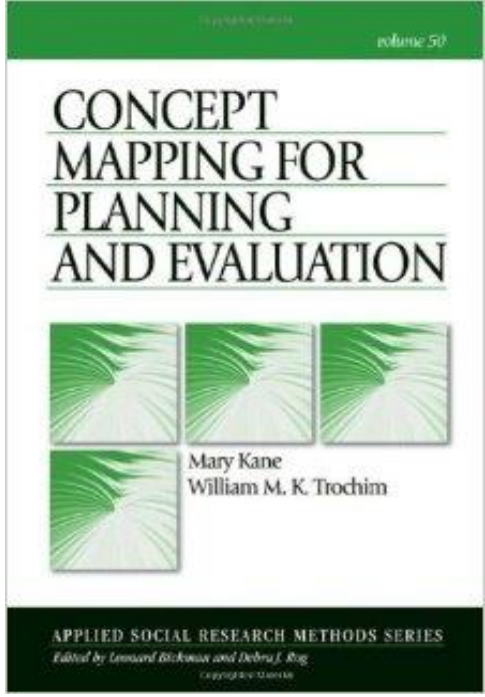
Concept mapping (CM) study

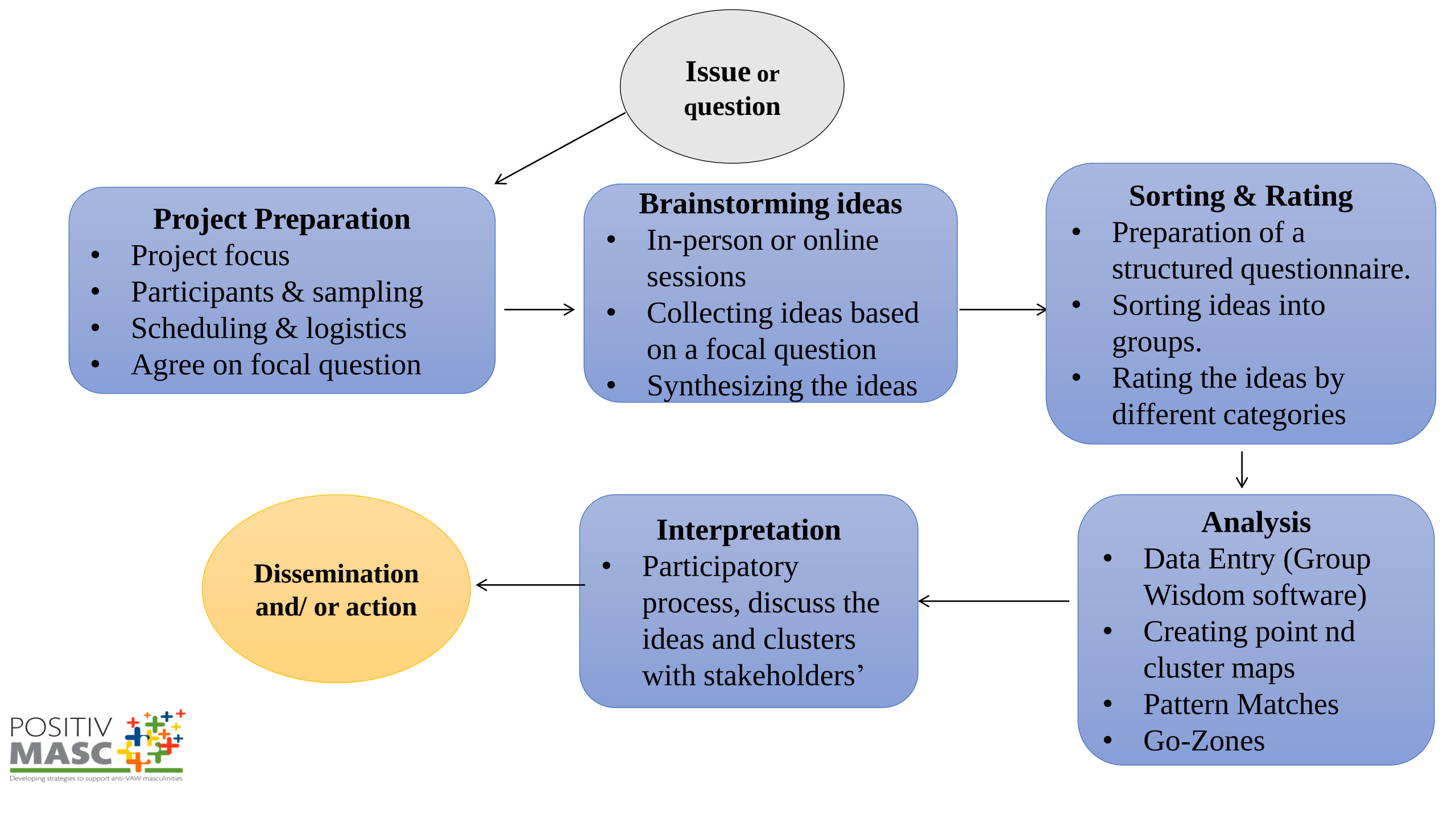
Concept mapping (CM) is a widely-used participatory research method for program planning and evaluation.

It is a mixed methods approach that uses qualitative procedures to generate data and quantitative methods to analyze the data.

CM helps to visualize ideas around an issue of mutual interest and develop common frameworks through a structured participatory process.

(Kane and Trochim, 2007)





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Our CM study included five phases:

- **Preparation:** agreement on a focal question, eligibility criteria and study timeline.

- **Brainstorming** of ideas regarding the focal question**:** semi-structured interviews and focus groups with young people (age 18-24) and semi-structured interviews with stakeholders.

- **Sorting and rating:** online activities for sorting and rating of the preliminary data generated from the brainstorming sessions.

- **Analysis:** using Group wisdom software@ of the quantitative data resulted from the sorting and rating. Creating concept maps, cluster maps, pattern matches and go zones.

- **Interpretation:** conducing a zoom session to discuss and agree on the ideas.

CM study timeline

	2019				2020				2021			
Study phases /	3	6	9	12	15	18	21	24	27	30	33	36
Preparation phase and agree on the study focal question (July 2019- September. 2019)		→										
Brainstorming: Gathering ideas (Sep. 2019- March 2020)			→		→							
Rating and Sorting: Prioritize and group ideas (July 2020- Nov. 2020, March. 2021)							→		→			
Mapping: Analysis- visually depict ideas and relationships (April 2021-August 2021)										→		
Interpreting the Maps (October 2021- Nov. 2021)										→		

Study participants

	Spain	Sweden	Ireland	Israel*	Total
Brainstorming (September 2019–May 2020)					
In-depth interviews with young people	20	23	27	35	**105**
In-depth interviews with stakeholders	19	12	14	15	**60**
Total for brainstorming	**39**	**35**	**41**	**50**	**165**
Sorting (July–November 2020, and March 2021)					
Stakeholders	20	13	13	14	60
Young men and women and nonbinary	24	54	27	36	141
Total for sorting	**44**	**67**	**40**	**50**	**201**
Rating 1 (importance) (July–November 2020, and March 2021)					
Stakeholders	30	14	20	28	92
Young men, women, and nonbinary	70	60	76	108	314
Total rating 1	**100**	**74**	**96**	**136**	**406**
Rating 2 (applicability) (July–November 2020, and March 2021)					
Stakeholders	30	14	20	24	88
Young men, women, and nonbinary	70	59	59	84	272
Total	**100**	**73**	**79**	**108**	**360**

First phase- preparation

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Alicante, 2019

Fist phase- preparation

Agree on the eligibility criteria:

- Young people 18-24.
- Other stakeholders – women and men working or volunteers in anti-VAW organizations, men's or women's organizations, non governmental organizations or government offices.

- ***Establishing country level advisory board.***

- ***Agree on the focal question.***

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Focal question

- ***What can be done to promote anti-violence masculinities amongst young men?***

- *The prompt* ***'In order to reduce men's violence against women and promote positive and non-violent forms of manhood among young men we should...'***

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Second phase- Brainstorming

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Second phase- Brainstorming (Sep. 2019- March 2020)

- ***Recruitment of participants***
- ***In-depth semi-structured interviews with young men and women*** (18-24 years) from each country. In Israel Jewish and Palestinian-Arab citizens (total = 105)

- ***In-depth semi-structured interviews with 15 stakeholders*** (from NGOs, Ministry of Health, Ministry of Social Welfare, Academia, etc.)(Total = 60)

- ***Focus groups with young people***: 2-4 in each country (Total= 88)

Consolidation of ideas (April 2020-July 2020)

- About 400 ideas consolidated into 100, then 58 and finally 41.

Use different educational methods to teach kinder garden children about gender stereotypes. (see 37)

B	C	D	E	F	G	H	I
			Based on teams meeting on July 13th	**Ireland**	**Spain**	**Sweden**	**Israel**
Media and camping	91	Develop male role model mentoring programmes for men	Develop male role model mentoring programmes for men	Agree.	Agree	Agree	Agree
Education	**94**	Implement mandatory sex education and sexual consent education in schools and universities and community programs.	Implement mandatory sex education and sexual consent education in schools and universities and community programs.	Agree	Agree	Agree	Agree
Low enforcemnet	58	Establish anger management treatment in law for men who convicted domestic violence	Establish anger management treatment in law for men who convicted domestic violence	Rephrase to: 'Establish anger management treatment by law for men who have been reported for domestic violence'	We agree with the way that statement is written but we are not sure about the	Delete. Repetitive	Agree on rephras
Men's roles	**102**	Help men feel comfortable when they break traditional macho norms and reject VAW.	Help men feel comfortable when they break traditional macho norms and reject VAW.	We pointed out in relation to statement 13 that peer pressue could be taken out as there were too many ideas in	Maybe this statement is general	Agree	agree but add handel pressure
		Show men they abilities to contribute in the fight against VAW (Not clear)	Show men they have abilities to contribute in the fight against VAW (Not clear)	Agree.	Agree	Change. Perhaps a clearer sentence?: Show men that they have the ability to	Agree

Psychological process | Women's roles | Men's roles | State institutions government | Grassroot movements | Civic and social institutions | **All new statements**

Final statements list	
1. Develop men's skills to help them reject peer pressure and macho norms	22. Promote age-relevant and relatable mass media representations of positive and non-violent forms of manhood
2. Help men identify and recognize that they have the qualities and abilities to contribute in preventing violence against women	23. Implement mandatory sex education and sexual consent education in schools, universities and community programmes
3. Promote positive, non-violent and respectful forms of parenting in parents' groups during antenatal /post-natal care	24. Support and train youth groups, youth movements, student unions, gaming clubs, and different associations to promote a culture of gender equality and reject violent forms of manhood
4. Use personal stories of women who have experienced different forms of violence as an educational tool	25. Educate men and women of how non-violent, trustworthy, and respectful romantic relationships look like
5. Provide men who reject violence against women with a wider public platform to speak out	26. Establish special units of police trained to identify and prevent violence against women
6. Educate parents, children and young people on the negative impacts of using pornography	27. Implement after school activities where students discuss norms around gender and violence
7. Promote restrictive access for pornography only for adults	28. Establish an award and quality ratings for organizations and educational institutions that engage men for their work in preventing and tackling violence against women
8. Educate about prevention of violence against women in work places	29. Promote men's empathy towards women experiencing violence, including understanding its effects on their lives
9. Promote continuous, fresh, and relevant male-led campaigns designed to prevent and reject violence against women and promote gender equality	30. Promote understanding among men and women on how different groups of women experience violence differently, based on class, race, ethnicity and citizenship status
10. Provide or expand rehabilitation programmes for men who perpetrate violence against women, such as anger management treatment	31. Raise boys to respect women, reject violence against women and oppose unequal gender norms
11. Have longer sentences for people who commit acts of violence against women	32. Educate men on how gender roles and violence against women can harm their own health, happiness, and wellbeing
12. Change the way the criminal justice system treats rape cases to understand the specific difficulties faced by rape victims, and to be more attentive towards their experiences	33. Develop women's and men's skills on how to recognize and actively prevent and stop violence against women
13. Promote forms of manhood that reject violence against women in religious institutions, meetings, and congregations	34. Ensure that age appropriate compulsory education about gender stereotypes and equality and violence against women is integrated across the school curriculum, starting at a young age

14. Present male role models who reject violence against women for children and young people in families and communities and give lectures, classes and programmes	35. Recruit high profile public figures (actors, football players, film makers) to promote gender equality, and non-violent forms of manhood, that reject violence against women
15. Educate about positive and nonviolent forms of manhood and prevention of violence against women in sports organizations and clubs	36. Establish a central government unit to improve coordination between different organizations, services and programmes working towards non-violent forms of manhood
16. Appoint more women in the process of policy decision-making regarding violence against women	37. Raise public awareness about the problem and extent of violence against women, and the public responsibility in preventing it
17. Support teachers to question their own prejudices on gender norms and violence against women	38. Promote governmental support for men taking paternity leave and undertaking caregiving tasks/roles
18. Educate young people to recognize and reject gender stereotypes in the media and popular culture	39. Establish a wide activist movement that opposes violence against women and rejects violent forms of manhood
19. Develop men's and boys' skills to recognize, manage and express feelings in a non-violent way	40. Provide a non-judgmental space for men to reflect on how their behaviors can foster violence against women
20. Provide education on what healthy, positive and non-violent forms of being a man looks like	41. Educate men to recognize how their upbringing, society, and life-experiences influence their attitudes, values and behaviors towards violence against women
21. Provide on-going financial security to activists and organizations which promote non-violent forms of manhood in preventing violence against women	

Third phase: Sorting and rating

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Third phase: Sorting and rating

- ***Preparation of an online questionnaire*** for sorting and rating based on the 41 ideas that emerged from the brainstorming.
- ***Recruitment of participants*** with the help of community partners, advisory board members, social media, ads. and leaflets.
- ***Distribute the online questionnaire by email***
- About 100 participants were recruited in each country.
- This included young men and women (age 18-24), stakeholders from NGOs, policy makers, Ministry of health and social welfare, academia.

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Sorting and rating activities
Conducted online (July 2020- Nov. 2020, March. 2021)

Soring:

- *Sort the ideas into groups* (group the 41 statements into different piles "in a way that makes sense to them)
- *Give a label or a name to each group*

Rating:

- *Rate the ideas by importance* a Likert scale (1=not important at all, to 6 = most important)
- *Rate the ideas by applicability* in a participants' community/ country context applicability (1=very hard to apply, to 6 very easy to apply in a participant's community context).
-

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Sorting online activity

- Participants were asked, based on their own opinions, to group actions that can support anti-VAW masculinity together and place them in different groups and label these groups.
- The participants received an email with a link that includes a 41 items list that emerged from the in-depth interviews and thefocus groups.
- They were asked to sort the items into distinct categories or groups that make conceptual sense to them, and to give each category a descriptive name or label.
- In doing so, participants also generated labels for the clusters of the ideas that emerged in the previous phase of focus groups and in-depth interviews.

Rating for importance and applicably online activiry

- The participants were asked to rate the ideas in terms of both importance and likelihood of implementation in their community's context.
- The participants received a sheet that includes the list of 41 items, and they were asked to rate each item for importance and likelihood of implementation in their community on a Likert scale (ranging from 1 = not important at all to 6 = most important) .
- Importance and implementation in their community's in relation to promoting positive masculinity that rejects VAW and promotes gender equality.

	Total N=423 (100%)	Young people N=326 (77.1%)	Stakeholders N=97 (22.9%)
Country			
Ireland	105 (24.8)	81 (24.8)	24 (24.7)
Israel	140 (33.0)	111 (34.0)	29 (29.8)
Spain	100 (23.6)	70 (21.4%)	30 (30.9)
Sweden	78 (18.4))	64 (19.6)	14 (14.4)
Gender			
Women	227 (53.6)	169 (51.8)	58 (59.7)
Men	190 (44.9)	151 (46.3)	39 (40.2)
Nonbinary	5 (1.1)	5 (1.5)	0
Chose not to disclose	1 (0.2)	1 (0.3)	0
What sex were you at birth?			
Female	230 (54.3)	173 (53.0)	57 (58.7)
Male	189 (44.6)	151 (46.3)	38 (39.1)
Chose not to disclose	3 (0.7)	2 (0.6)	1 (1.0)
Did not respond	1 (0.2)	-	1 (1.0)
Education (N=413)*			
No formal schooling	2 (0.4)	2 (0.6)	0
Secondary school/high school	199 (48.1)	184 (58.0)	15 (15.4)
College or university (BA, MA, PhD)	181 (43.8)	103 (32.4)	78 (80.4)
Other training	24 (5.8)	22 (6.9)	2 (2.0)
Did not respond	7 (1.6)	6 (1.8)	2 (2.0)
Activism around violence			
Salaried in a community organization	44 (10.4)	0	44 (45.3)
Salaried in a government office	34 (8.0)	0	34 (35.0)
Volunteering in activist role around VAW or positive masculinity	62 (14.6)	43 (13.1)	19 (19.5)
Not involved in activist role around VAW or positive masculinity	223 (52.7)	223 (68.4)	0
Other	60 (14.1)	60 (18.4)	0

Fourth phase- data analysis

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Fourth phase- data analysis

- Point maps
- Cluster maps
- Pattern match
- Go zones

Group Wisdom Software@

Point map

- A map that is computed by multidimensional scaling analysis, which locates each statement as a separate point on a map;

‘Point map’

1. The ‘point map’ is made from the **sorting** activity (putting statements in groups).

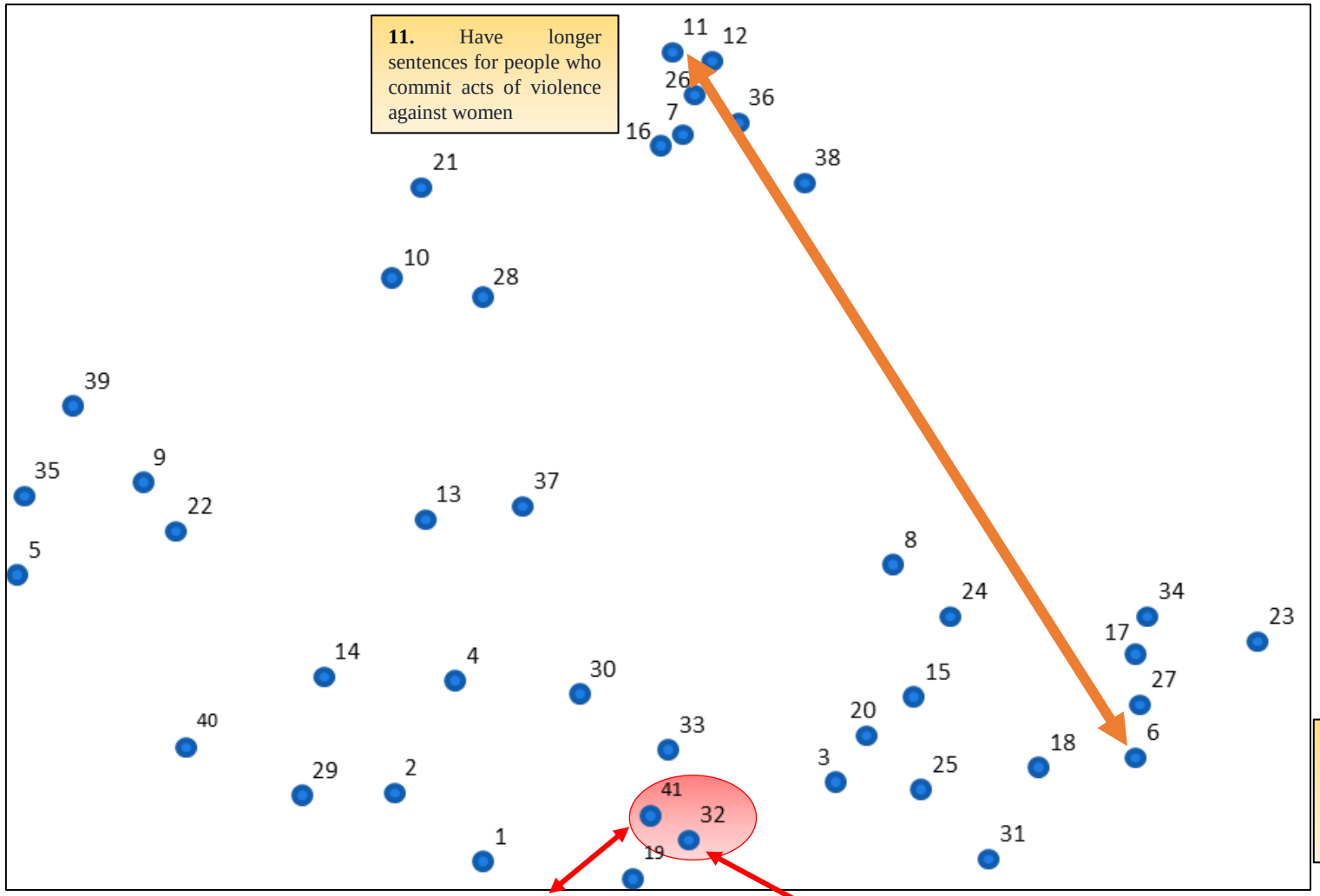
2. Each **point** is a statement and the number above is the statement number (remember there were 41 statements)

3. The points **cannot be moved.**

4. The map shows participants’ **opinions of the similarities and differences between statements**:

   - The further away one statement is from another, the less likely those statements were put into the same group.

   - The closer one statement is to another, the more likely those statements were put into the same group by participants.



11. Have longer sentences for people who commit acts of violence against women

6. Educate parents, children and young people on the negative impacts of using pornography

41. Educate men to recognize how their upbringing, society, and life-experiences influence their attitudes, values and behaviors towards violence against women

32. Educate men on how gender roles and violence against women can harm their own health, happiness, and wellbeing

‘Point map’

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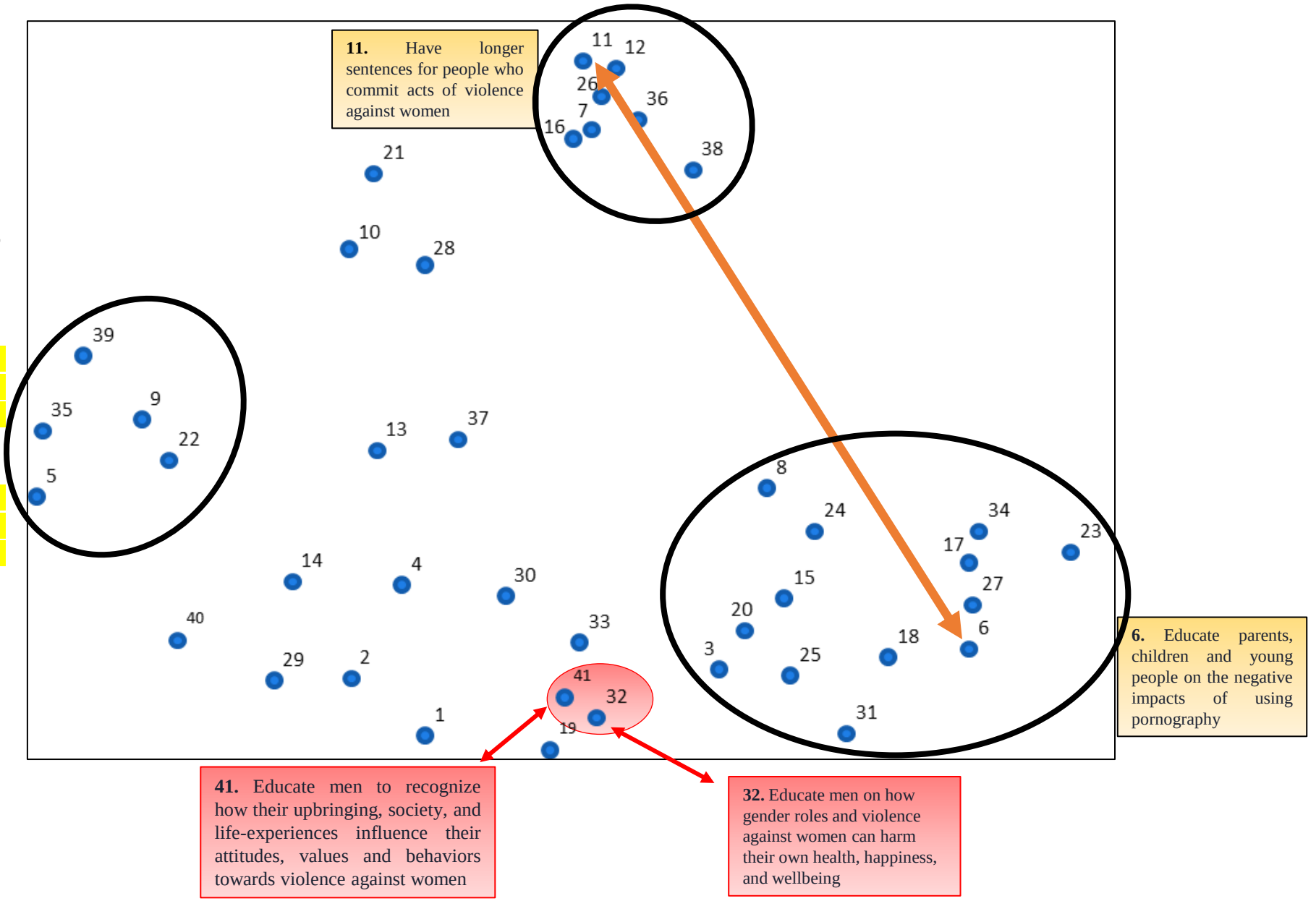
   - The further away one statement is from another, the less likely those statements were put into the same group.

   - The closer one statement is to another, the more likely those statements were put into the same group by participants.

5. You might notice that some points seem to be in groups. In other words, a lot of points are closer together… this suggests that these statements are similar…
And it seems to suggest that the points can be divided into different groups (but remember the points themselves do not move!)……..



Cluster map

- Shows how statements or ideas were grouped by the participants in the sorting activity

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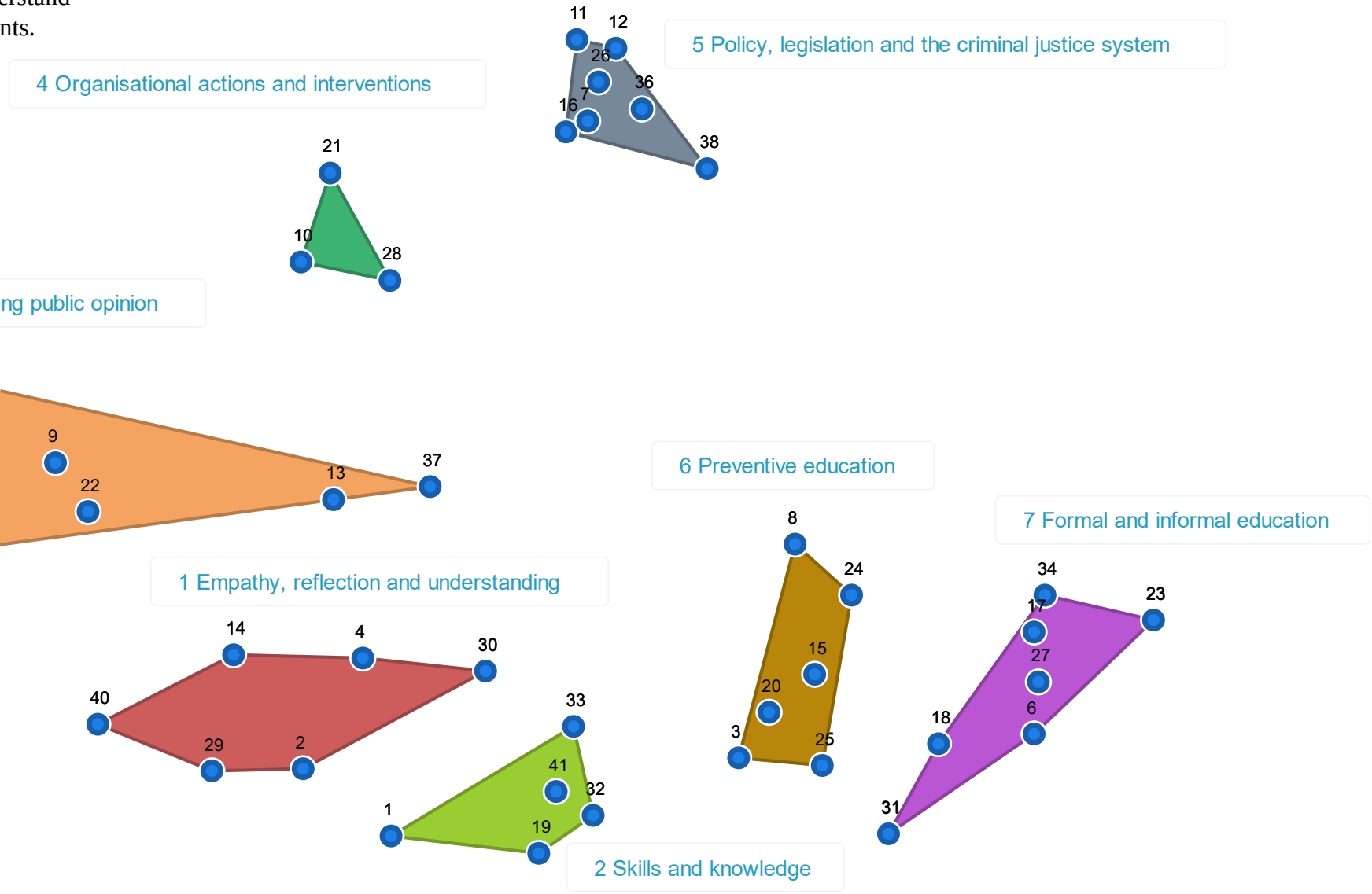
Clusters maps for actions and strategies to promote positive masculinity

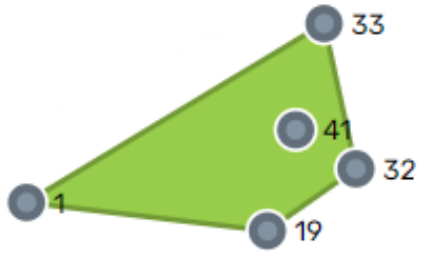
1. The ‘cluster map’ shows how the statements can be **grouped together** (but the points themselves do not move!). These clusters help us to understand and think about similarities between statements.

2. When participants put statements into different groups, they gave these groups names and title. We used these titles to help us title the clusters.

PositivMasc ‘cluster map’

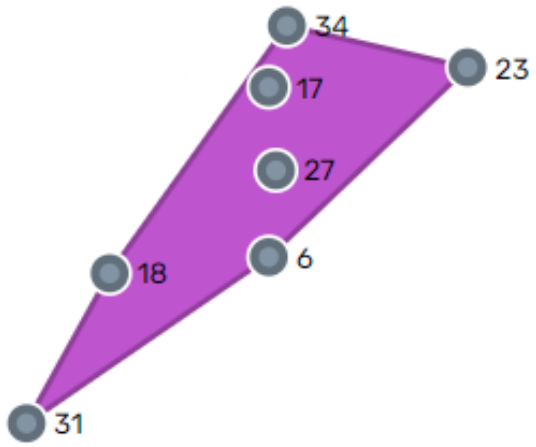


Cluster title = **‘Skills and knowledges’**



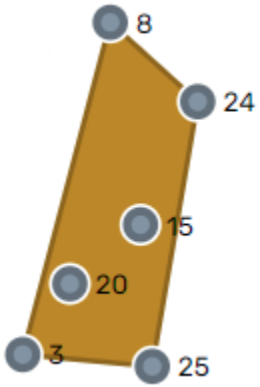
Number	Statement
19	Develop men's and boys' skills to recognize, manage and express feelings in a non-violent way
32	Educate men on how gender roles and violence against women can harm their own health, happiness, and wellbeing
33	Develop women's and men's skills on how to recognize and actively prevent and stop violence against women
41	Educate men to recognize how their upbringing, society, and life-experiences influence their attitudes, values and behaviors towards violence against women
1	Develop men's skills to help them reject peer pressure and macho norms

Cluster title = **‘Formal and informal education’**



Number	Statement
6	Educate parents, children and young people on the negative impacts of using pornography
17	Support teachers to question their own prejudices on gender norms and violence against women
27	Implement after school activities where students discuss norms around gender and violence
18	Educate young people to recognize and reject gender stereotypes in the media and popular culture
23	Implement mandatory sex education and sexual consent education in schools, universities and community programmes
31	Raise boys to respect women, reject violence against women and oppose unequal gender norms
34	Ensure that age appropriate compulsory education about gender stereotypes and equality and violence against women is integrated across the school curriculum, starting at a young age

Cluster title = **‘Preventive education’**



Number	Statement
3	Promote positive, non-violent and respectful forms of parenting in parents’ groups during antenatal /post-natal care
8	Educate about prevention of violence against women in work places
15	Educate about positive and nonviolent forms of manhood and prevention of violence against women in sports organizations and clubs
20	Provide education on what healthy, positive and non-violent forms of being a man looks like
24	Support and train youth groups, youth movements, student unions, gaming clubs, and different associations to promote a culture of gender equality and reject violent forms of manhood
25	Educate men and women of how non-violent, trustworthy, and respectful romantic relationships look like

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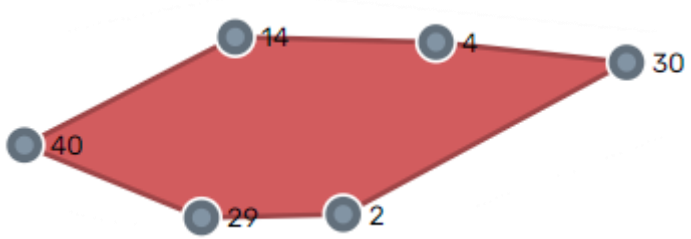
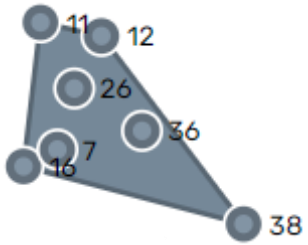
Cluster title = **‘Empathy reflection and understanding’**



Number	Statement
4	Use personal stories of women who have experienced different forms of violence as an educational tool
14	Present male role models who reject violence against women to children and young people in families and communities and to give lectures, classes and programmes
29	Promote men's empathy towards women experiencing violence, including understanding its effects on their lives
40	Provide a non-judgmental space for men to reflect on how their behaviors can foster violence against women
30	Promote understanding among men and women on how different groups of women experience violence differently, based on class, race, ethnicity and citizenship status
2	Help men identify and recognize that they have the qualities and abilities to contribute in preventing violence against women

Cluster title = **‘Policy, legislation, and the criminal justice system’**



Number	Statement
7	Promote restrictive access for pornography only for adults
11	Have longer sentences for people who commit acts of violence against women
12	Change the way the criminal justice system treats rape cases to understand the specific difficulties faced by rape victims, and to be more attentive towards their experiences
16	Appoint more women in the process of policy decision-making regarding violence against women
26	Establish special units of police trained to identify and prevent violence against women
36	Establish a central government unit to improve coordination between different organizations, services and programmes working towards non-violent forms of manhood
38	Promote governmental support for men taking paternity leave and undertaking caregiving tasks/roles

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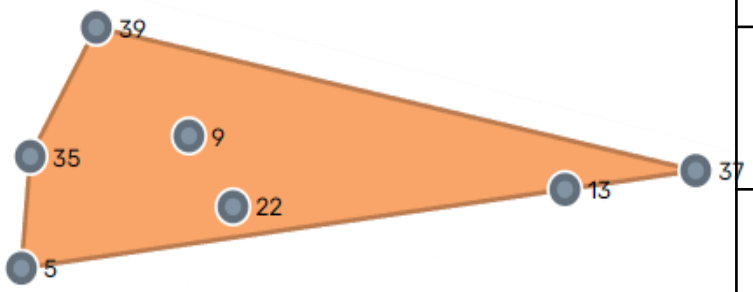
Cluster title = **‘Media and changing public opinion’**



Number	Statement
5	Provide men who reject violence against women with a wider public platform to speak out
9	Promote continuous, fresh, and relevant male-led campaigns designed to prevent and reject violence against women and promote gender equality
22	Promote age-relevant and relatable mass media representations of positive and non-violent forms of manhood
35	Recruit high profile public figures (actors, football players, film makers) to promote gender equality, and non-violent forms of manhood, that reject violence against women
39	Establish a wide activist movement that opposes violence against women and rejects violent forms of manhood
13	Promote forms of manhood that reject violence against women in religious institutions, meetings, and congregations
37	Raise public awareness about the problem and extent of violence against women, and the public responsibility in preventing it

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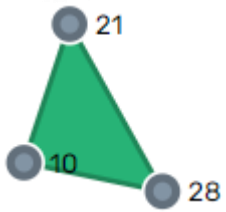
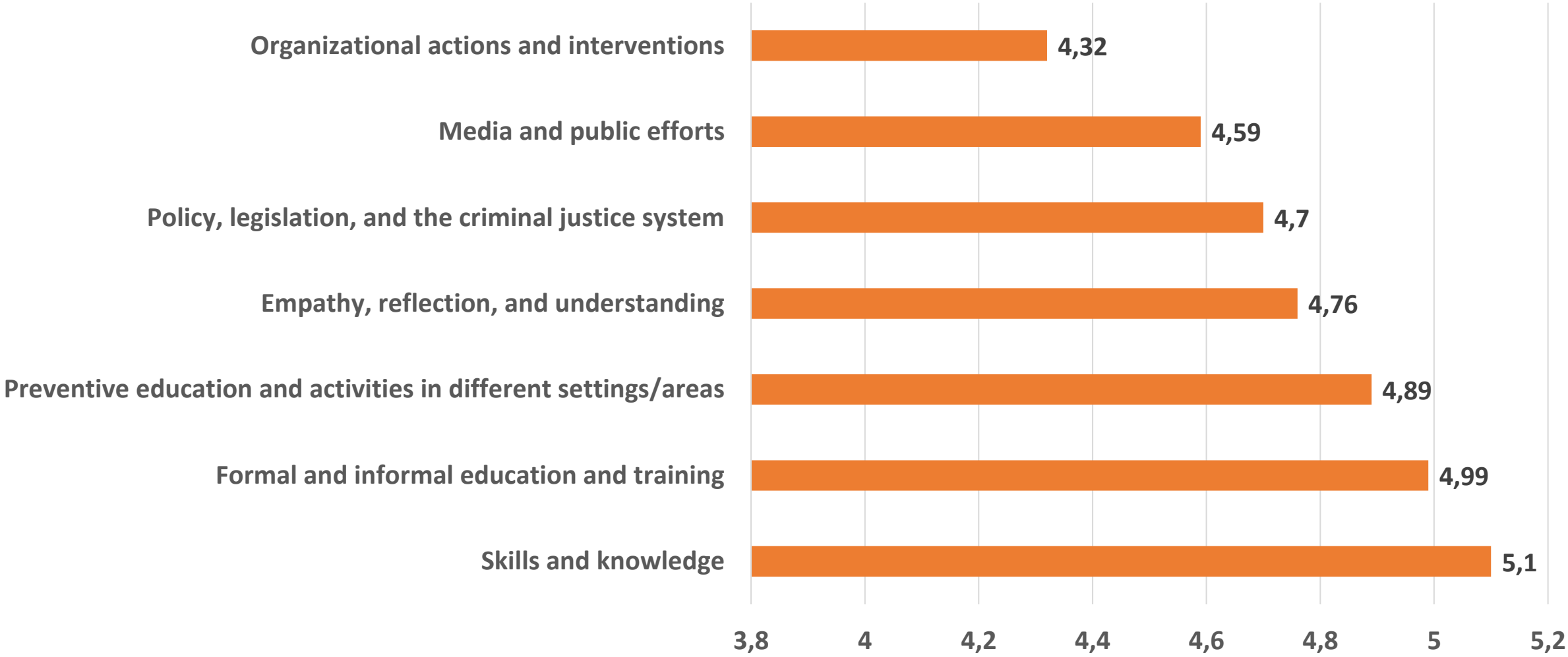
Cluster title = **‘Organisational actions and interventions’**



Number	Statement
10	Provide or expand rehabilitation programmes for men who perpetrate violence against women, such as anger management treatment
21	Provide on-going financial security to activists and organizations which promote non-violent forms of manhood in preventing violence against women
28	Establish an award and quality ratings for organizations and educational institutions that engage men for their work in preventing and tackling violence against women

Clusters avegarage scores for importance



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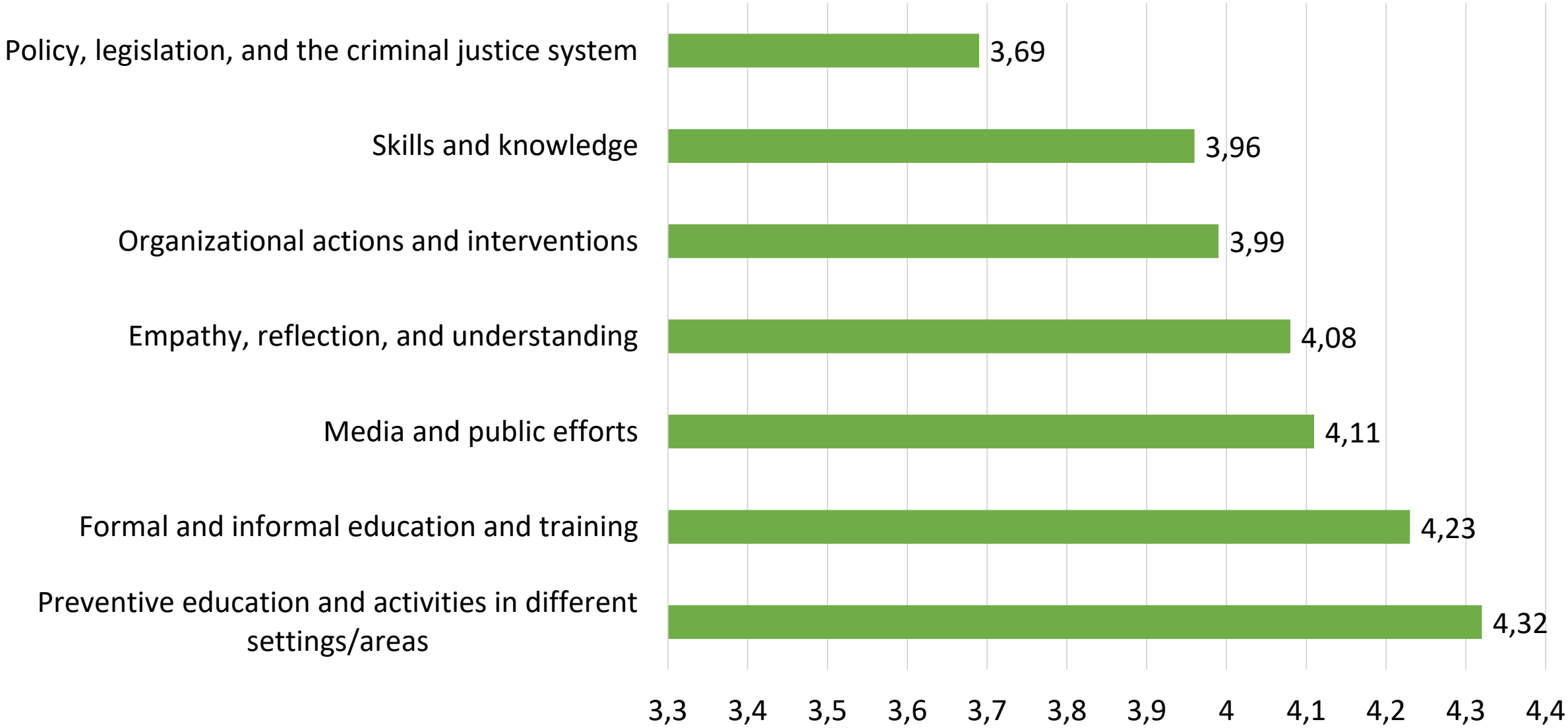
Clusters avergae scores ofr applicability



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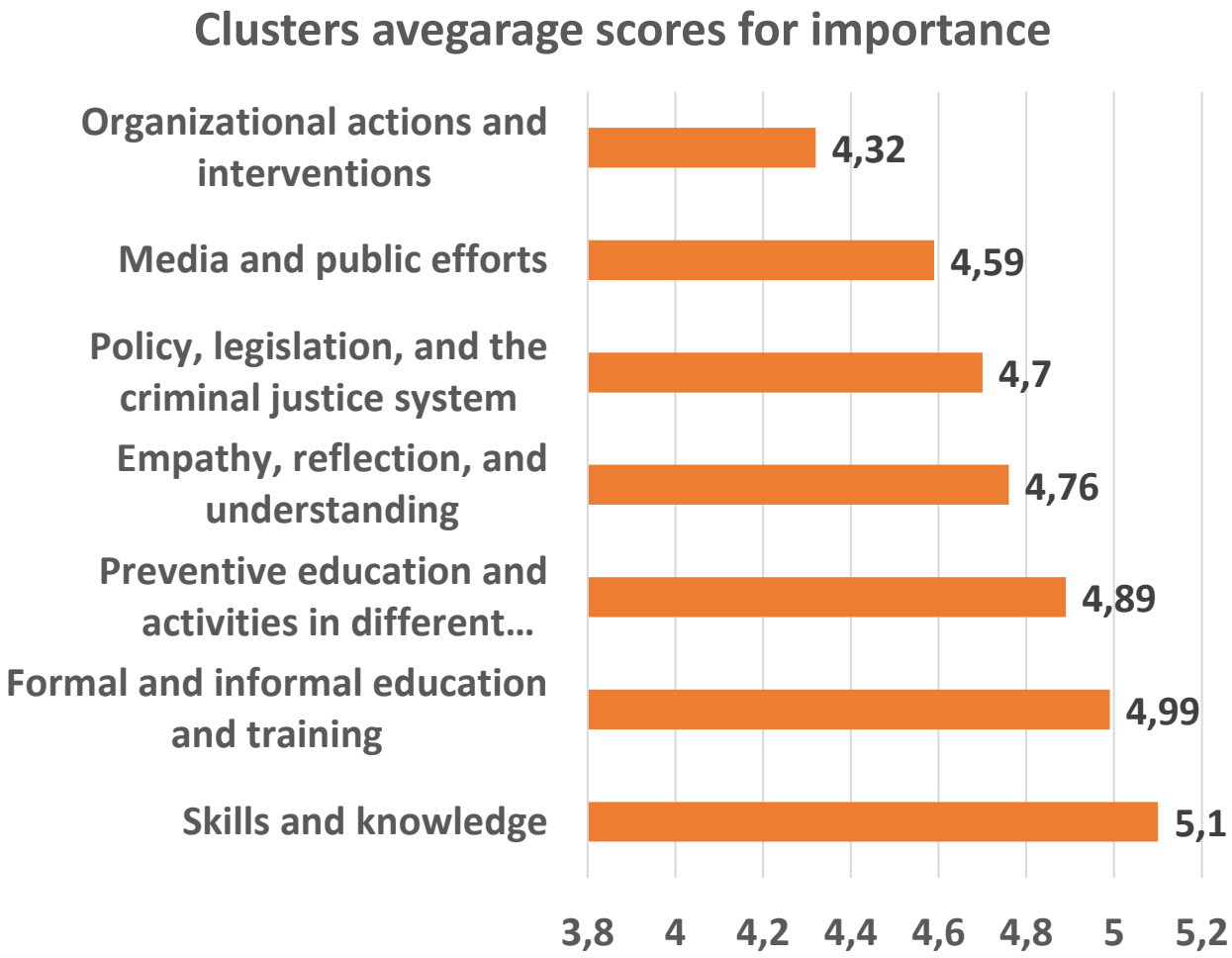
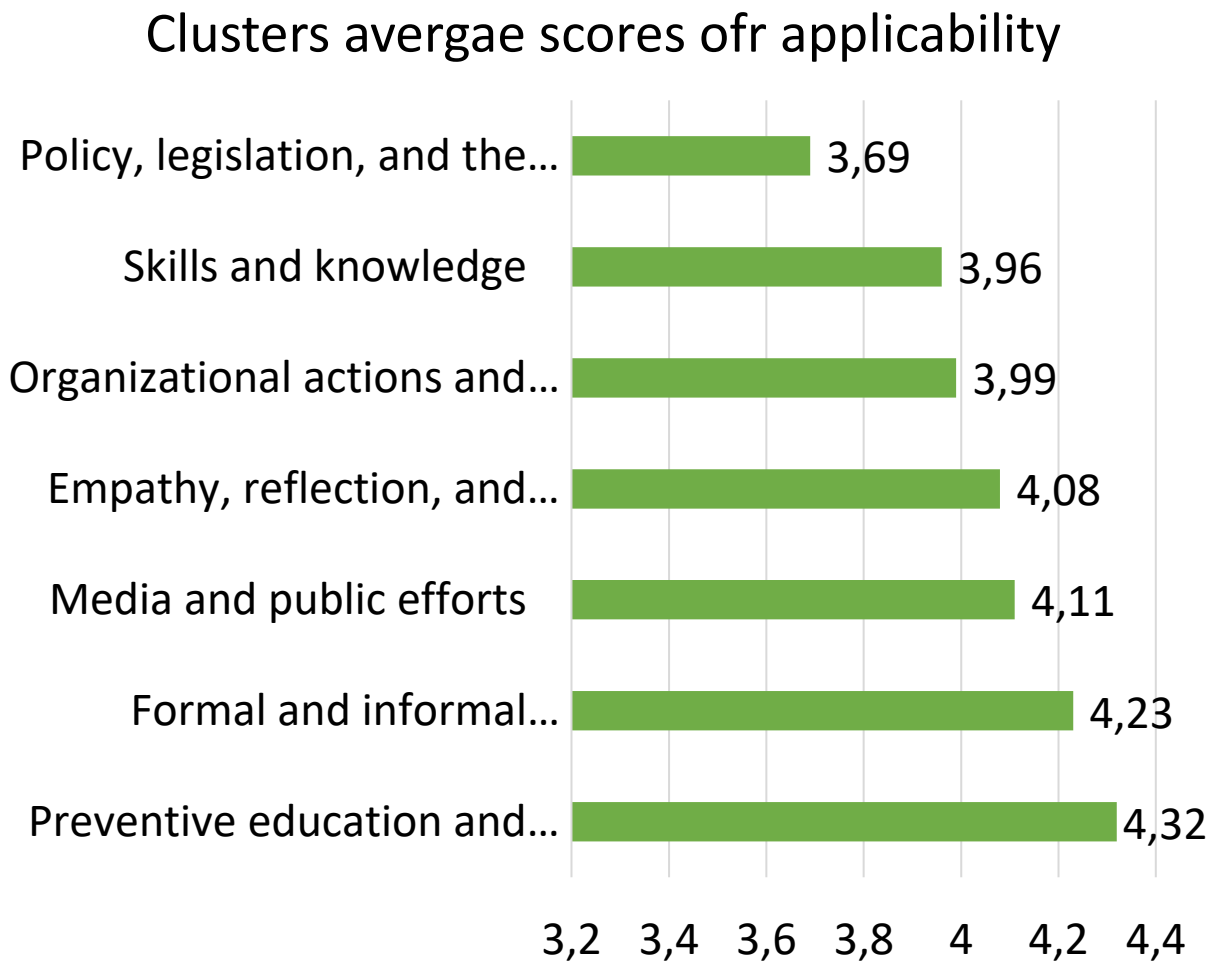
Cluster ratings for importance and applicability





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Pattern matches

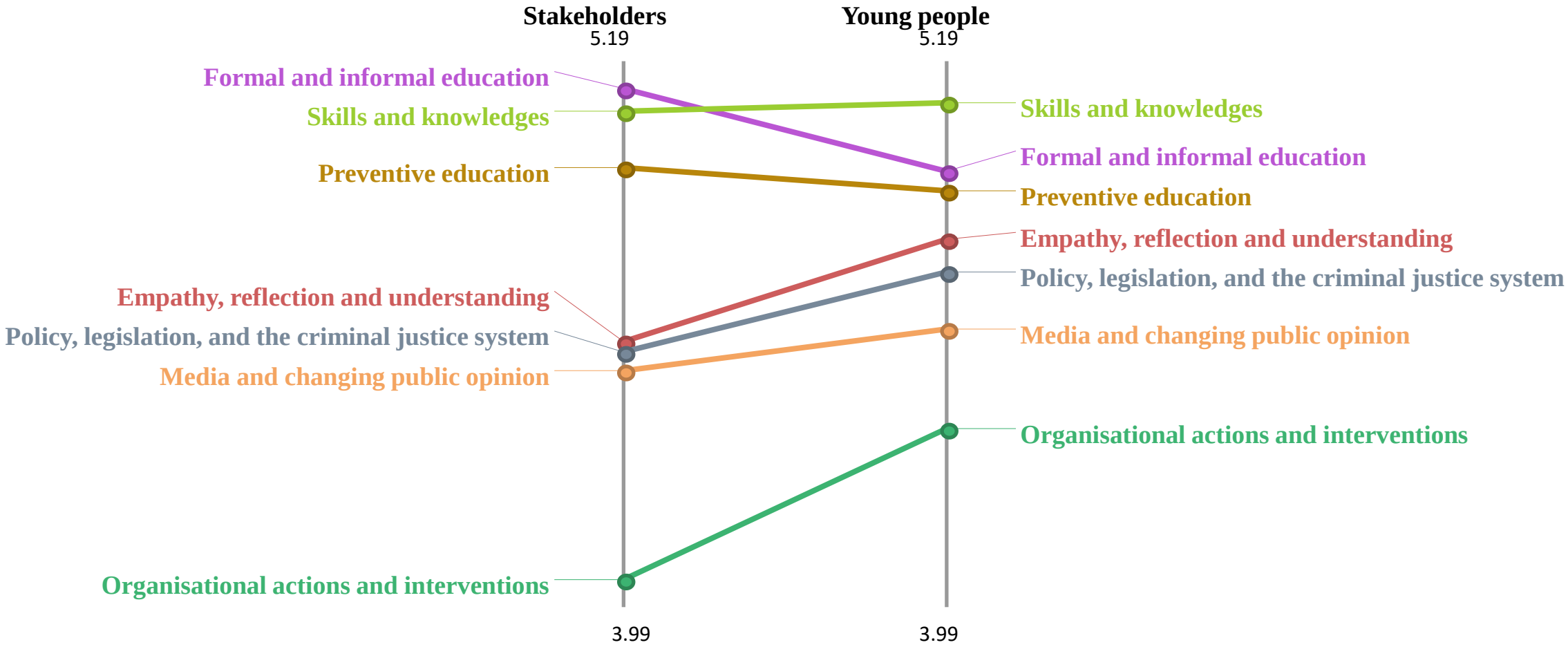
- Represents pairwise comparisons of cluster ratings across criteria such as different stakeholder groups or rating variables, using a ladder graph representation

Pattern matches

- High agreement between young people and stakeholders in ranking importance (r=0.96), but low agreement for applicability (r=0.60).

Importance - stakeholders vs young people

('On a scale of 1 to 6, please rate how <u>important</u> you think each idea is to promote non-violent forms of manhood.')



(r=0.96)

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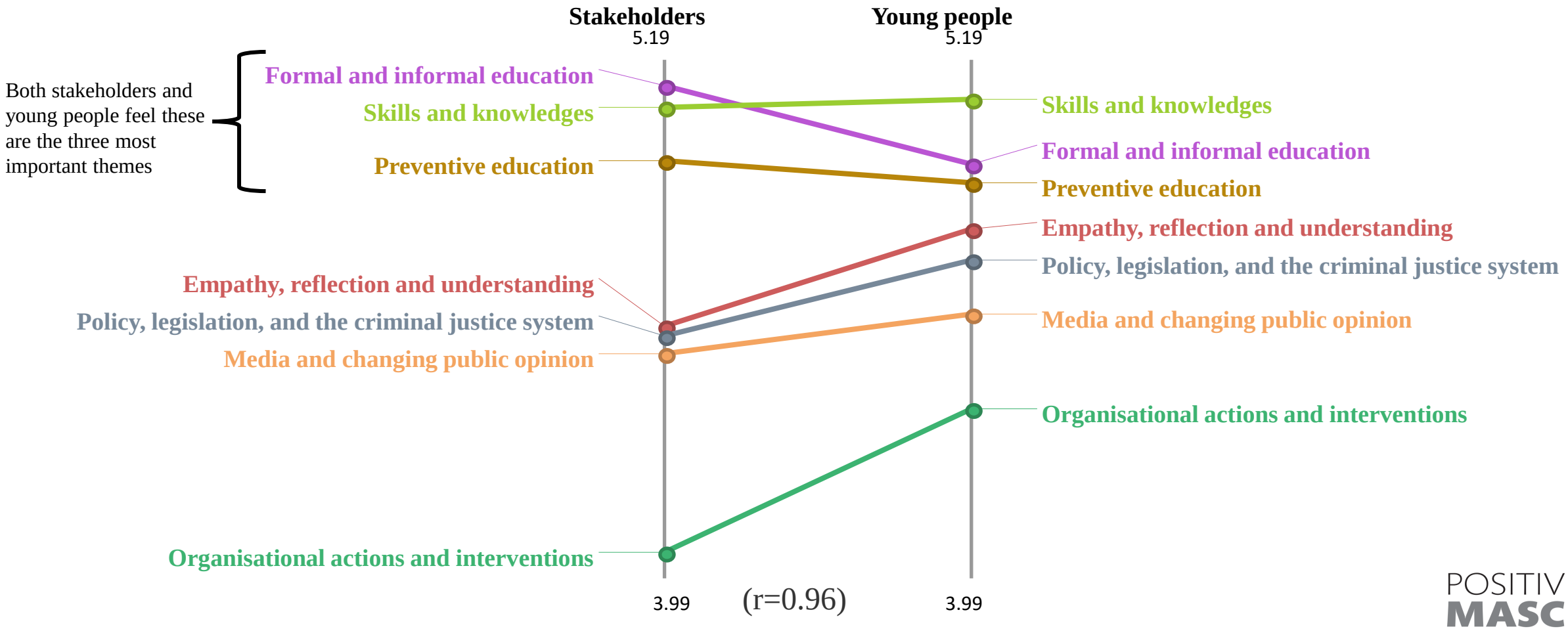
Importance - stakeholders vs young people

‘On a scale of 1 to 6, please rate how <u>important</u> you think each idea is to promote non-violent forms of manhood.’



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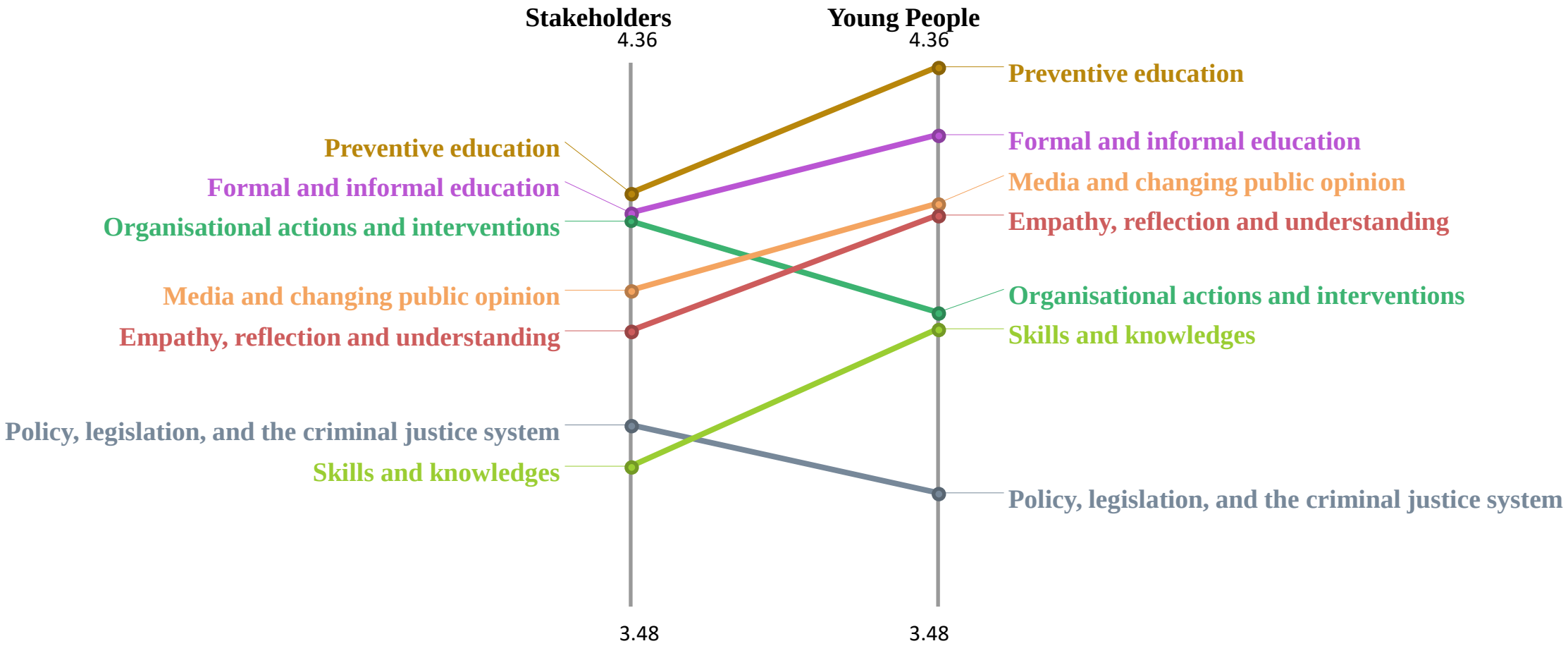
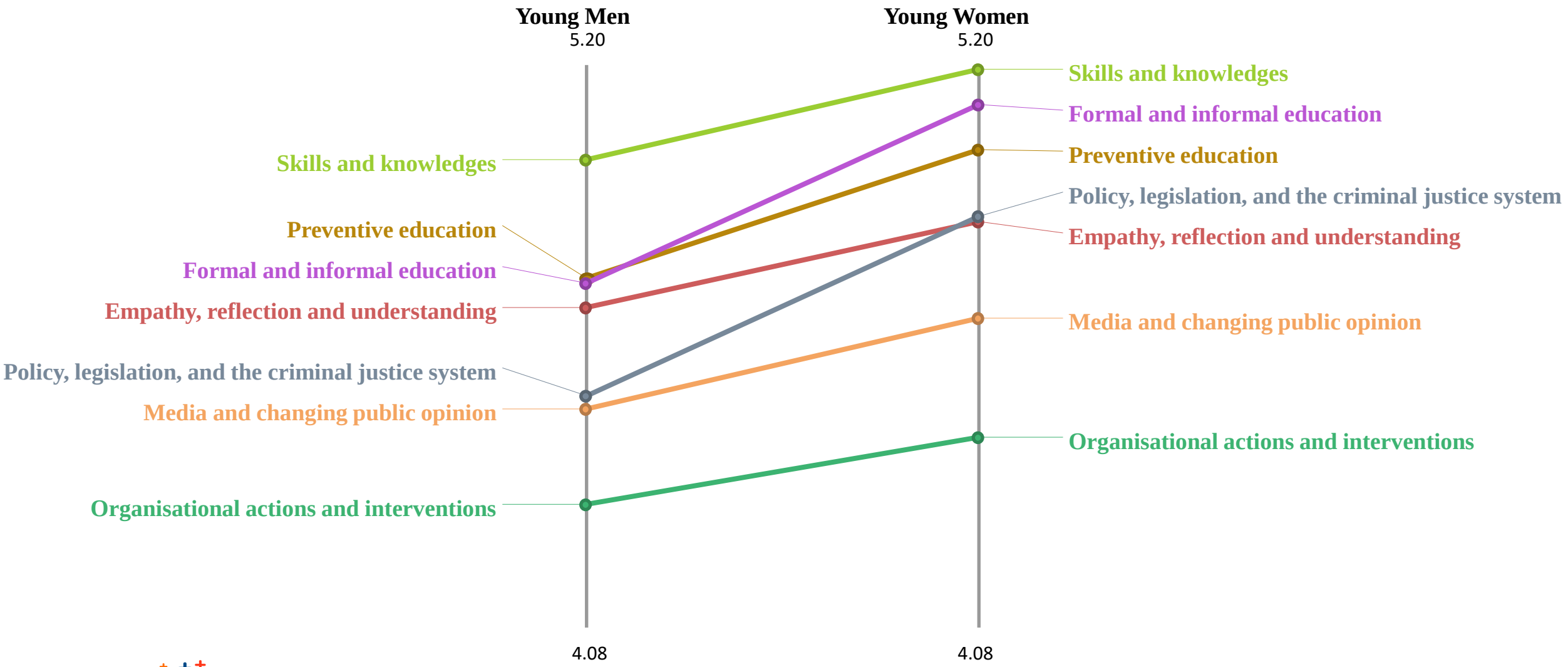
Applicability - stakeholders vs young people



(r=0.60)

Importance - young men vs young women

('On a scale of 1 to 6, please rate how <u>important</u> you think each idea is to promote non-violent forms of manhood.')



(r=0.93)

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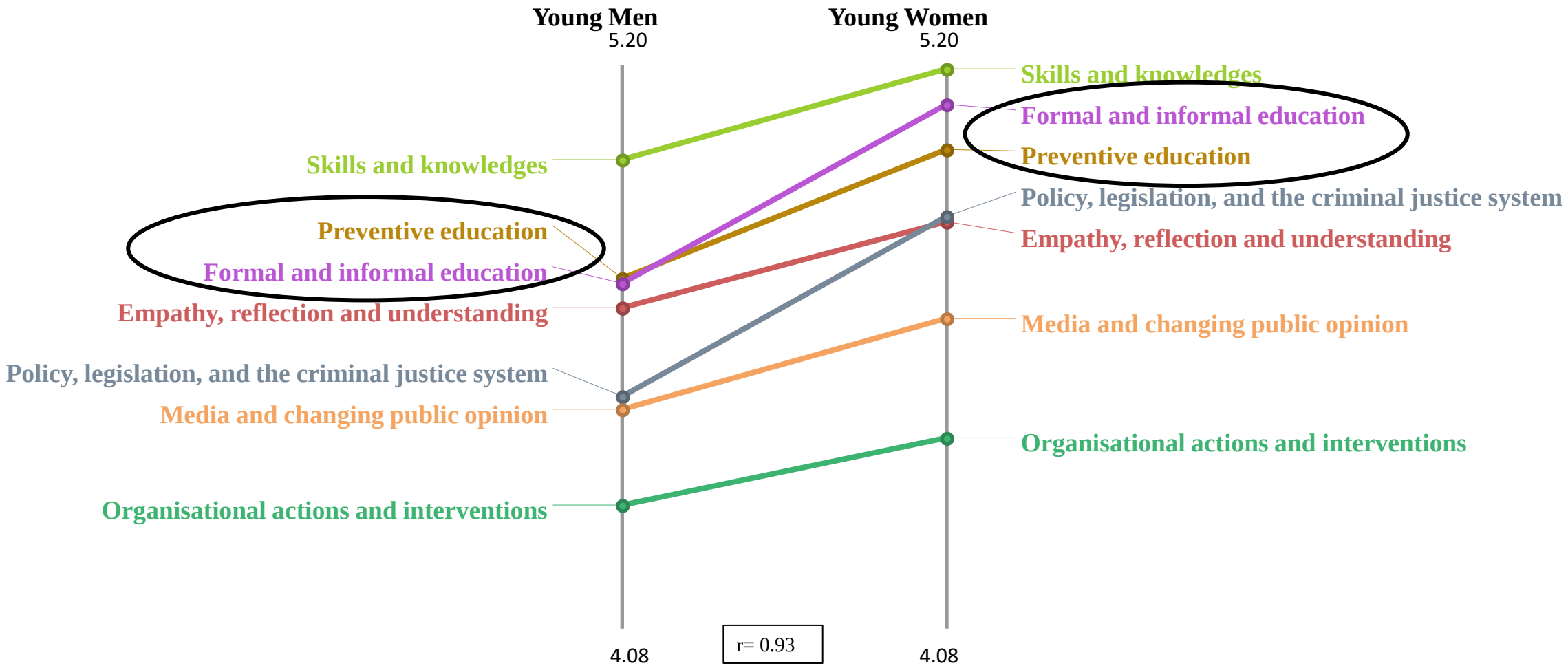
Importance - young men vs young women

‘On a scale of 1 to 6, please rate how <u>important</u> you think each idea is to promote non-violent forms of manhood.’



- Young women rate the statements as more important than men do.
- Both young men and women generally rate the clusters in the same order of importance e.g. ‘Formal and informal education’ and ‘Preventive education’ are either 2nd or 3rd in order.

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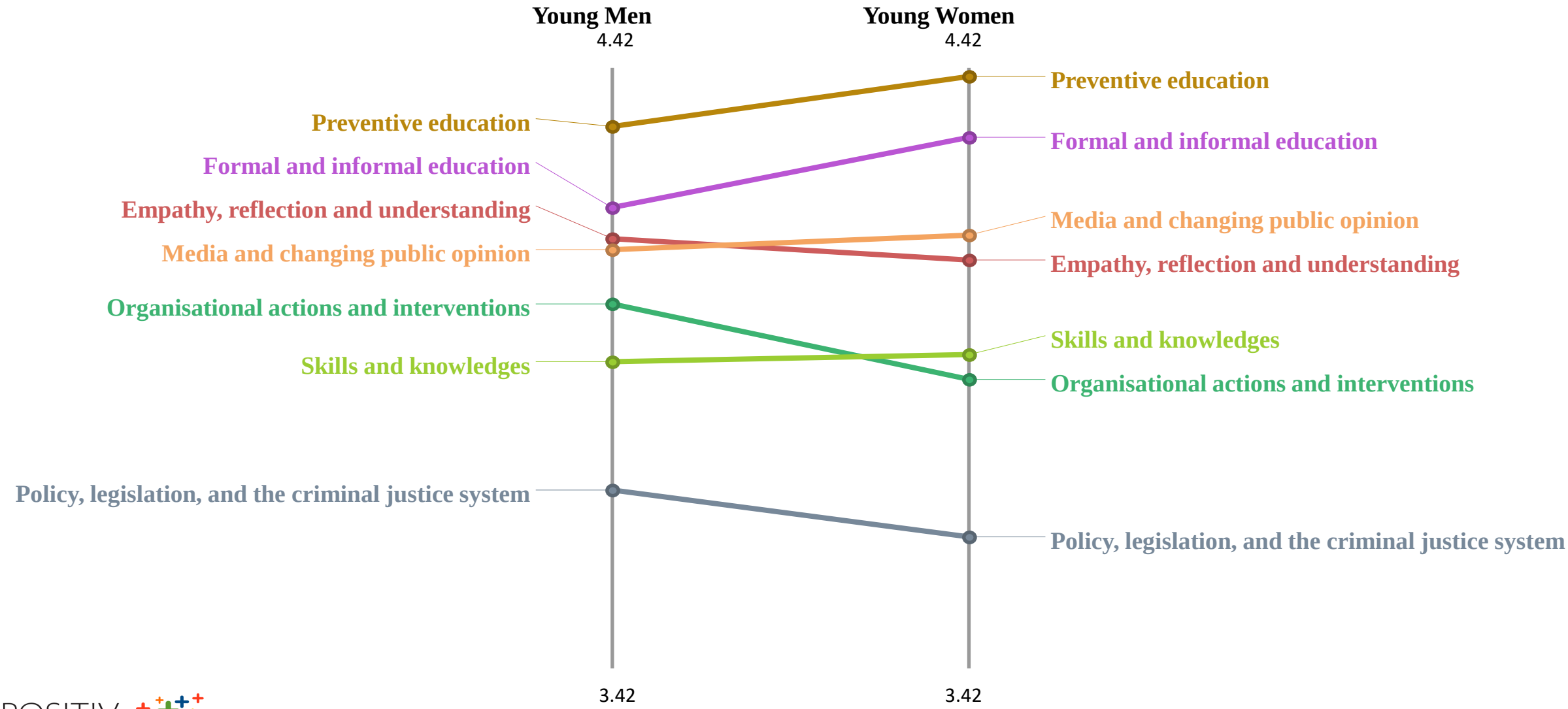
Applicability - young men vs young women



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Go-Zones

- Include bivariate graphs of statement values for two rating variables within a cluster, divided into quarters above and below the mean of each variable (Kane and Trochim, 2007; Pp.13) .

- The “go-zones” compare prioritization of statements by groups of participants

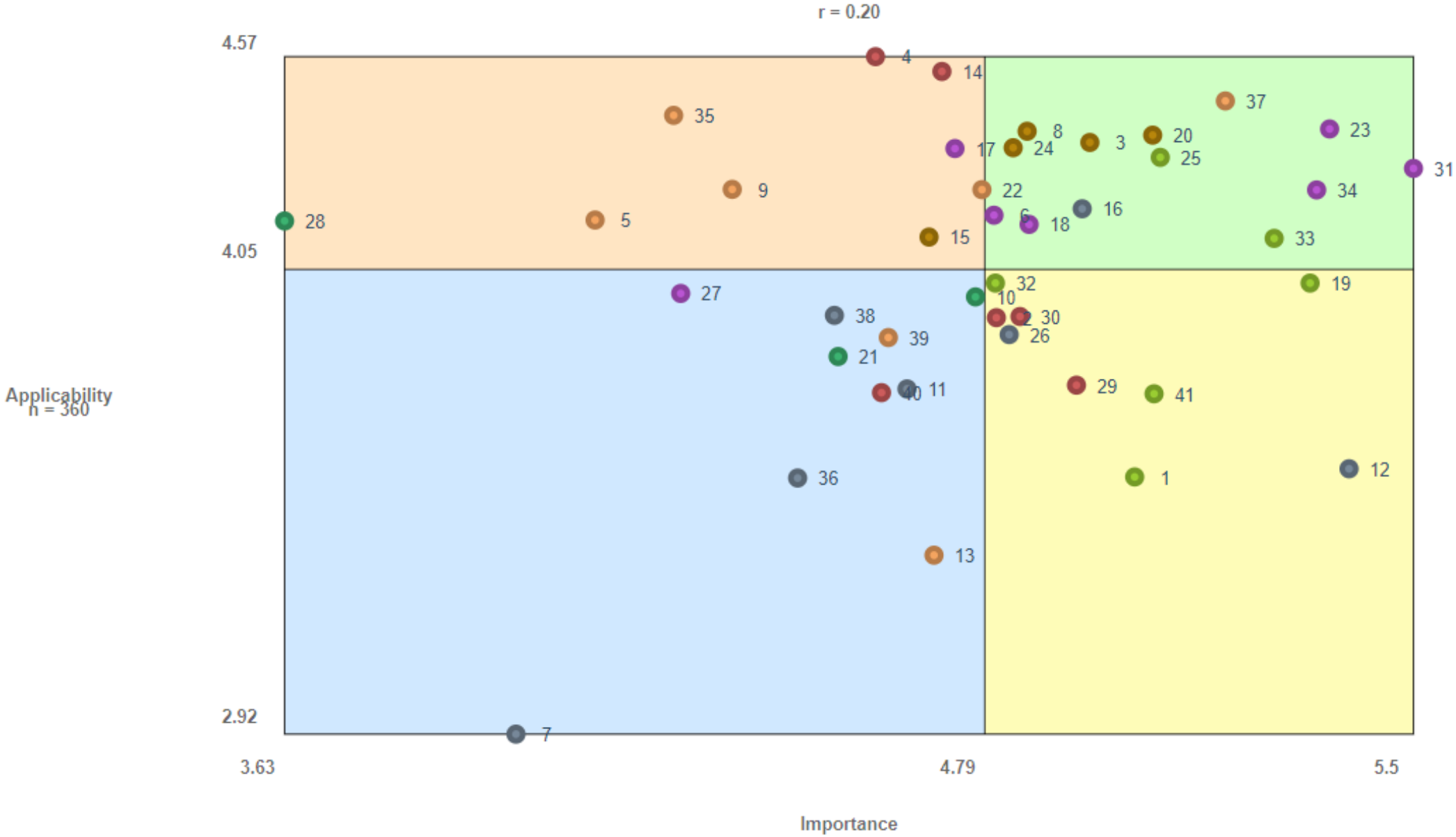
Go zones

- **Prioritization importance X applicability for the total sample = (r=0.20)**

  Participants who rated statements as highly important did not necessarily rate them as highly applicable for their community's/ countries context.

- **Prioritization of all statements by importance and applicability by young people X stakeholders**, and we found high agreement on importance (r= 0.93) and high agreement on applicability (r=0.81).

Go Zone and prioritization all statements by importance vs. applicability for the total sample



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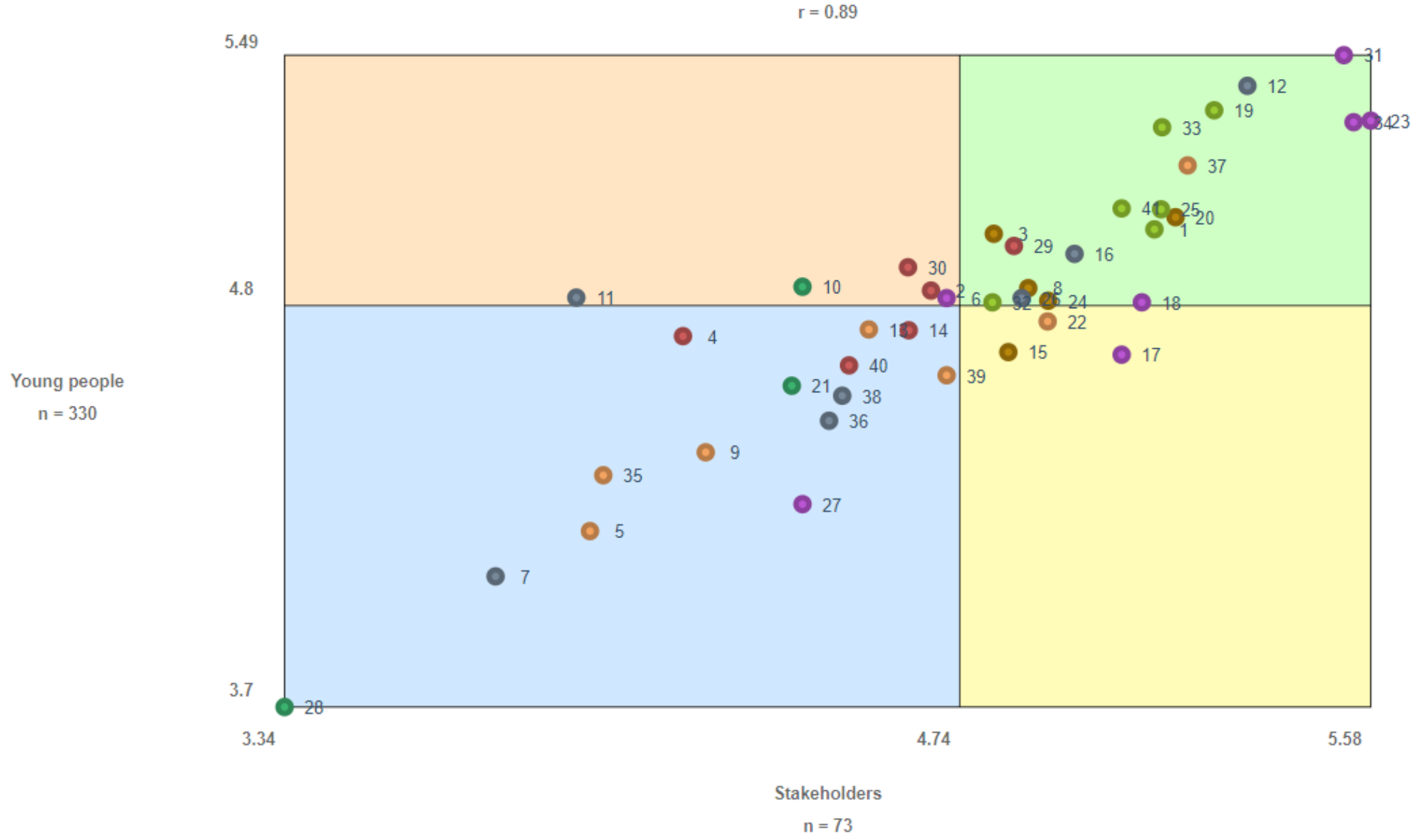
Go-Zone for importance among young participants vs. stakeholders



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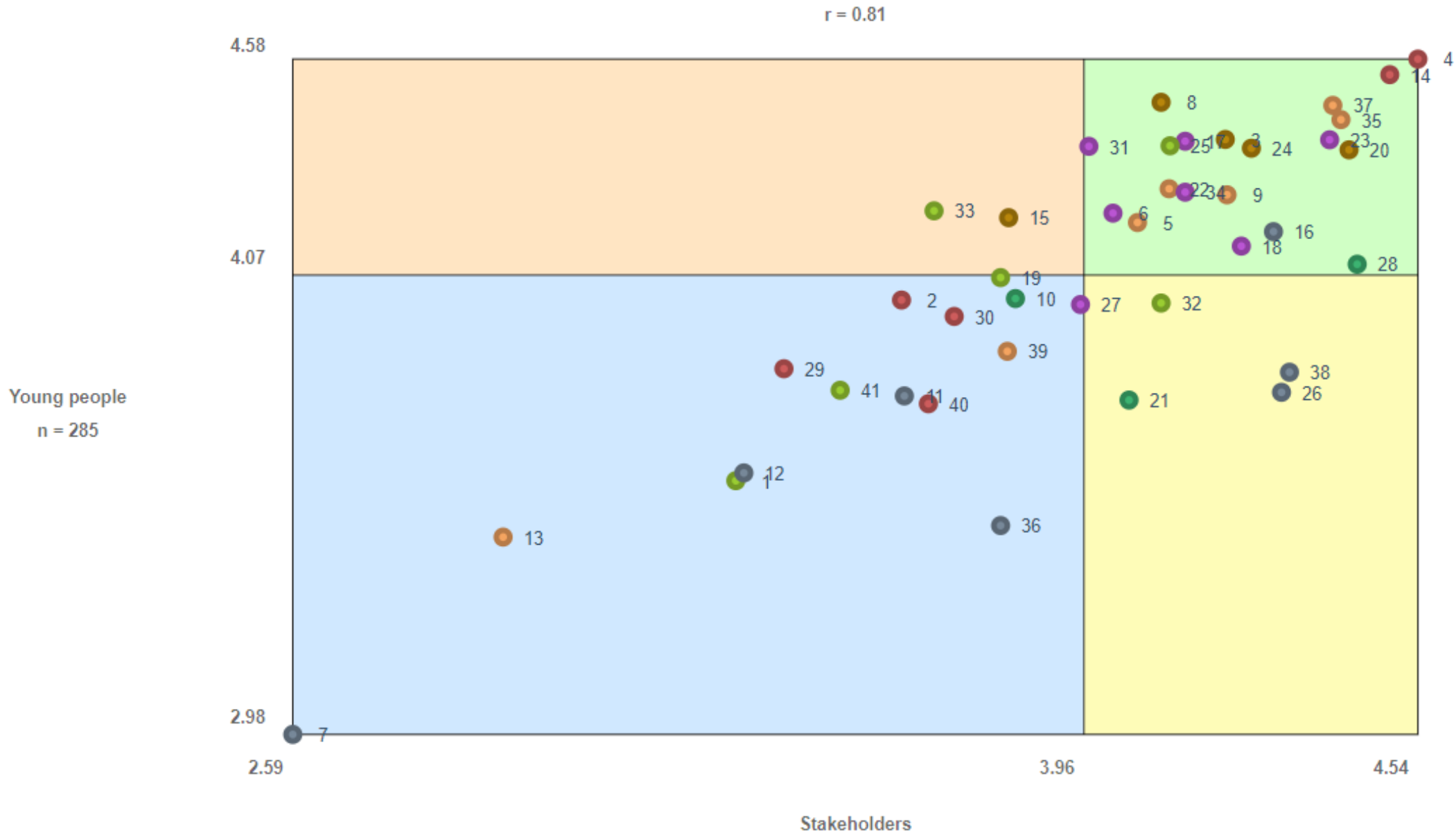
Go-Zone for applicability among young participants vs. stakeholders



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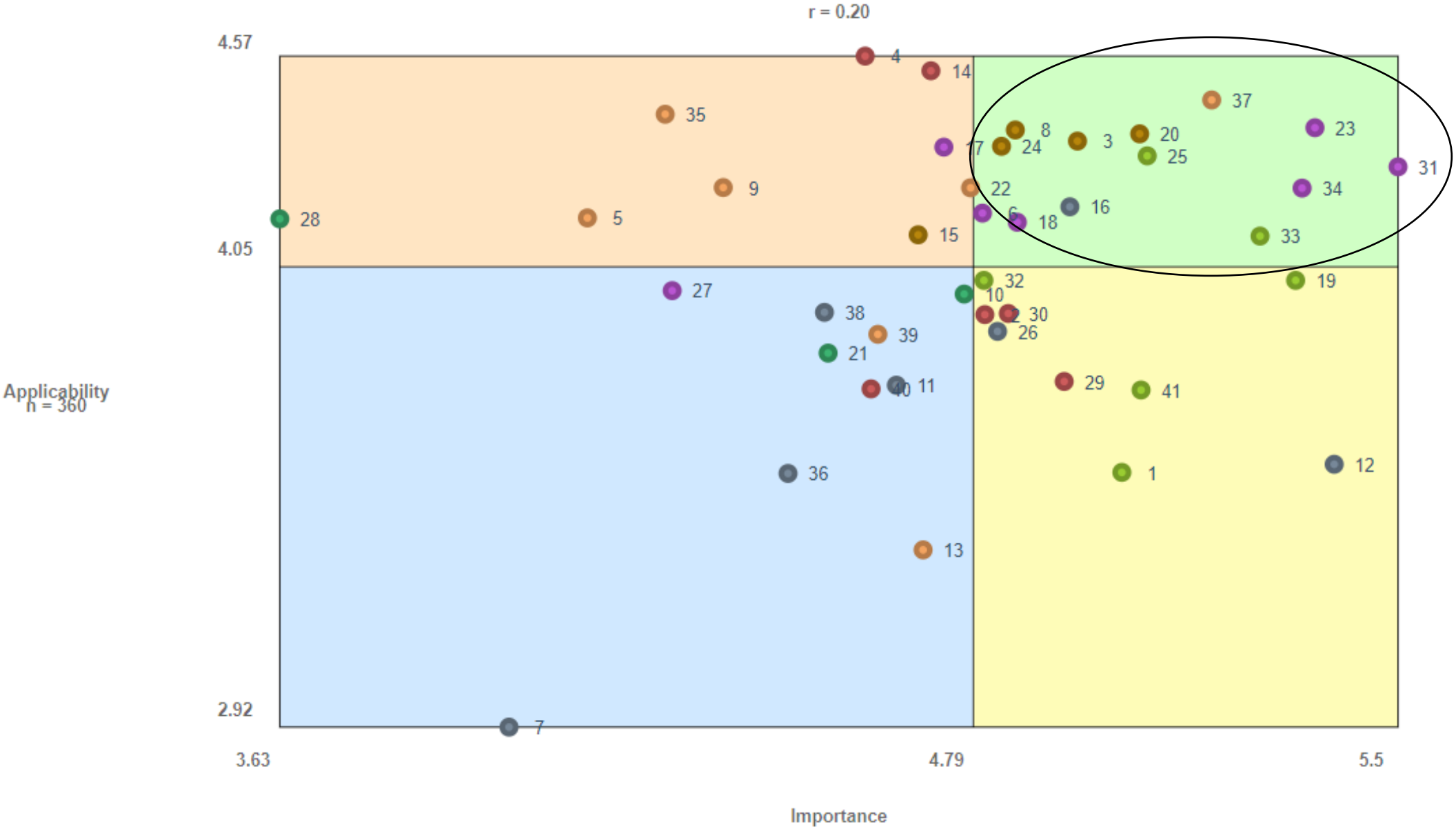
Go Zone and prioritization all statements by importance vs. applicability for the total sample



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Statements prioritization as <u>both important and applicable</u> by participants

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		Importance (n=406)	Applicability (n=360)	Mean's difference
2. Skills and knowledge		**Mean (SD)**	**Mean (SD)**	
33	Develop women's and men's skills on how to recognize and actively prevent and stop violence against women	5.27 (1.1)	4.12 (1.3)	1.15
25	Educate men and women on what non-violent, trustworthy, and respectful romantic relationships look like	5.08 (1.2)	4.32 (1.3)	0.76
3. Media and public efforts				
22	Promote age-relevant and relatable mass media representations of positive and non-violent forms of manhood	4.79 (1.2)	4.24 (1.4)	0.55
37	Raise public awareness about the problem and extent of violence against women, and public responsibility in preventing it	5.19 (1.1)	4.46 (1.3)	0.73
5. Policy, legislation, and the criminal justice system				
16	Appoint more women in policy decision-making regarding violence against women	4.95 (1.3)	4.19 (1.4)	0.76

6. Preventive education and activities in different settings/areas				
		Importance (n=406)	**Applicability (n=360)**	**Mean's difference**
3	Promote positive, non-violent and respectful forms of parenting in parents' groups during antenatal/post-natal care	4.96 (1.2)	4.35 (1.3)	0.61
8	Educate in workplaces about prevention of violence against women	4.86 (1.2)	4.38 (1.4)	0.48
20	Provide education on what healthy, positive, and non-violent forms of being a man looks like	5.06 (1.3)	4.37 (1.3)	0.69
24	Support and train youth groups, youth movements, student unions, gaming clubs, and different associations to promote a culture of gender equity and reject violent forms of manhood	4.83 (1.3)	4.34 (1.3)	0.49

7. Formal and informal education and training				
		Importance (n=406)	**Applicability (n=360)**	**Mean's difference**
6	Educate parents, children, and young people on the negative impacts of using pornography	4.80 (1.4)	4.17 (1.5)	0.63
23	Implement mandatory sex education and sexual consent education in schools, universities, and community programs	5.36 (1.2)	4.38 (1.6)	0.98
34	Ensure that age-appropriate compulsory education about gender stereotypes, equality, and violence against women is integrated across the school curriculum, starting at a young age	5.34 (1.1)	4.24 (1.4)	1.1
31	Raise boys to respect women, reject violence against women, and oppose unequal gender norms	5.50 (1.0)	4.29 (1.4)	1.21
18	Educate young people to recognize and reject gender stereotypes in the media and popular culture	4.86 (1.3)	4.15 (1.3)	0.71

Fifth phase- Interpretation

Fifth phase- interpretation

- Meeting with stakeholders and community partners to discuss and agree on the findings.

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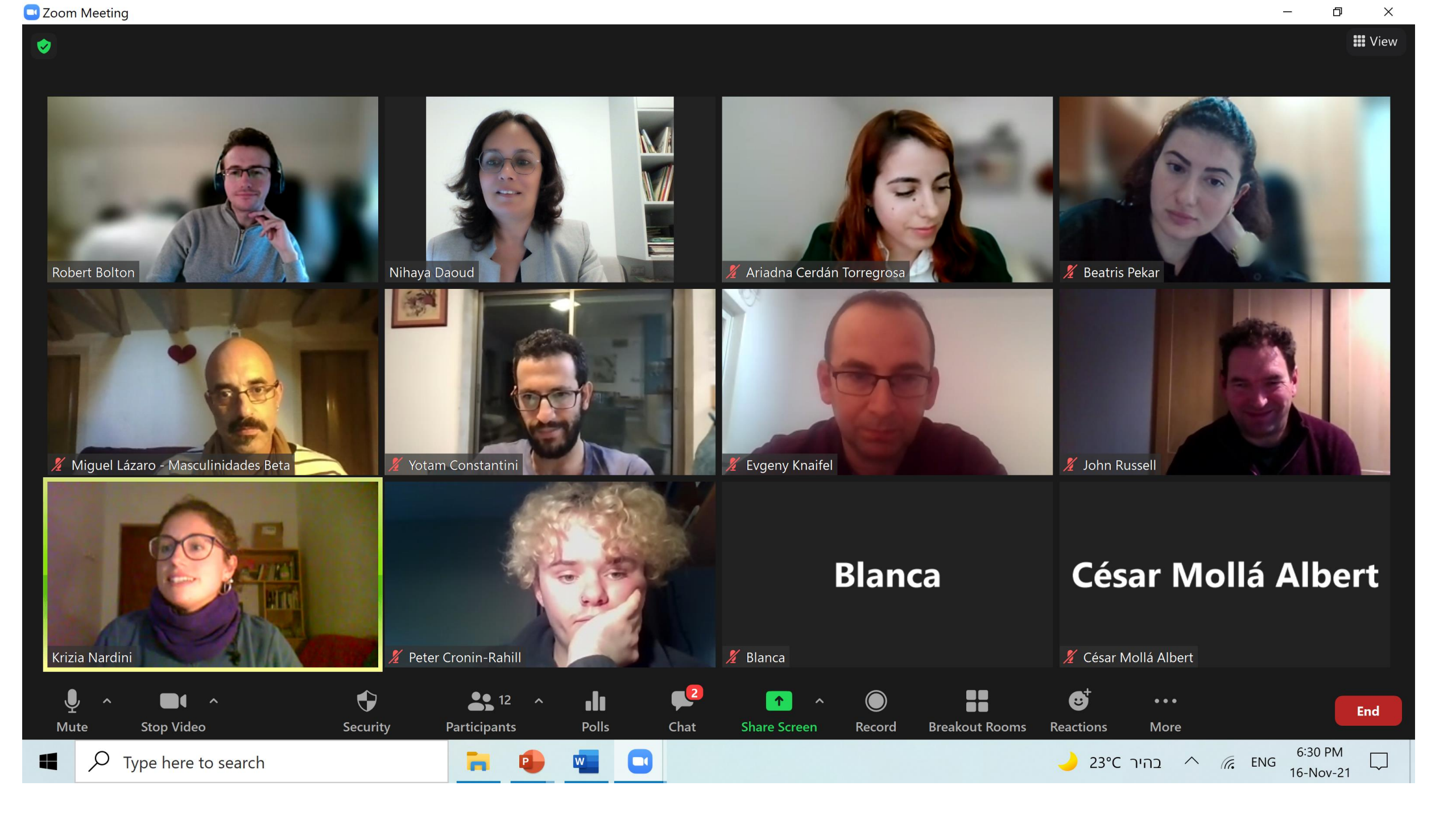
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Nihaya Daoud
Ariadna Cerdán Torregrosa
Beatris Pekar
Miguel Lázaro - Masculinidades Beta
Yotam Constantini
Evgeny Knaifel
John Russell
Krizia Nardini
Peter Cronin-Rahill
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Zoom Meeting

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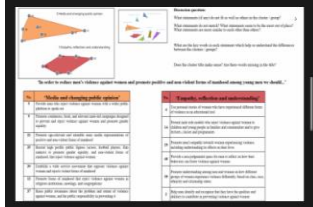

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Participants 15

Polls

Chat

Share Screen

Record

Breakout Rooms

Reactions

More

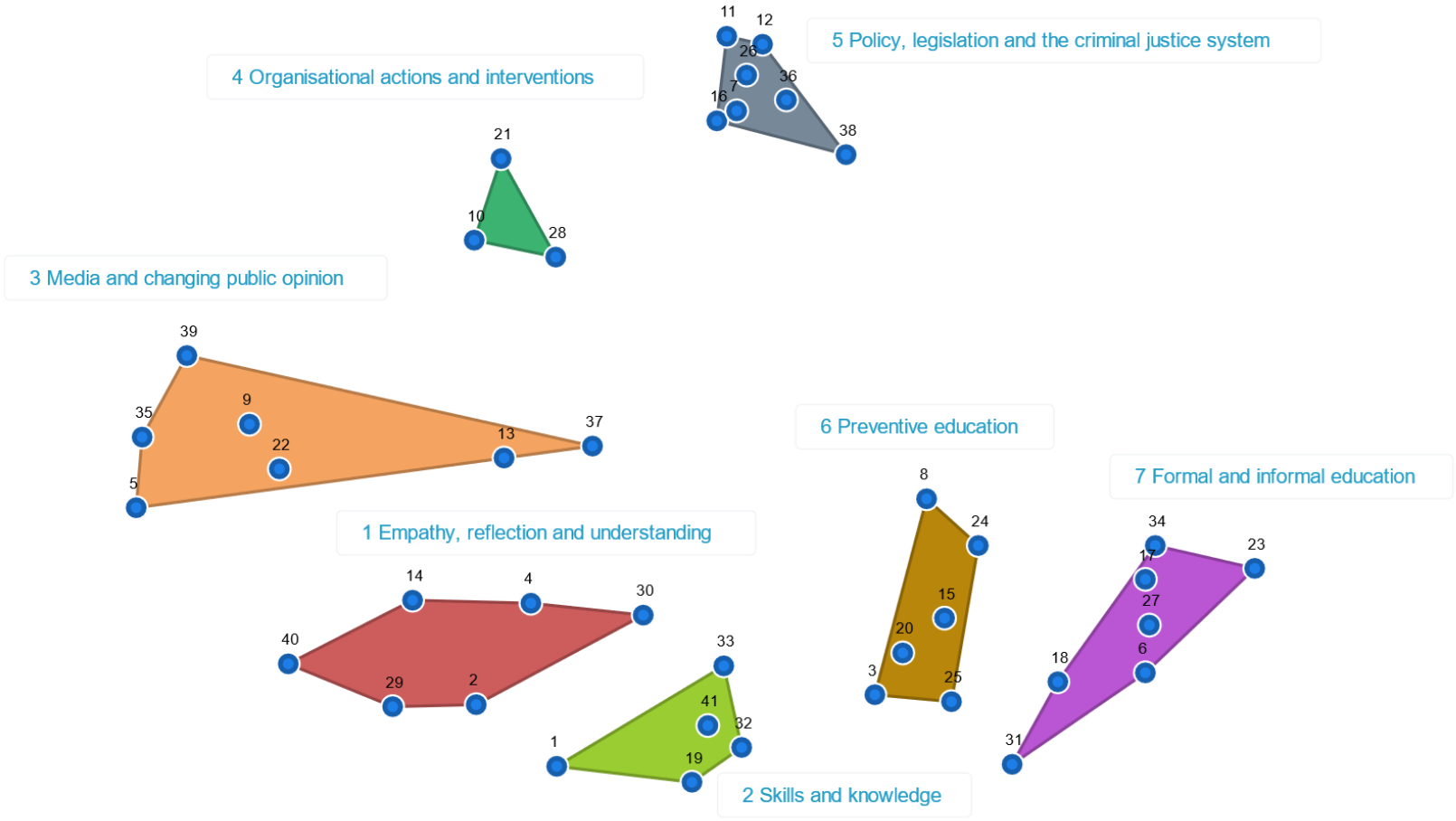
End

Interpretation discussion

1. Take a look at the **titles** of each cluster. Do they make sense? Do some titles need to be changed slightly or completely?

2. Take a look at the **statements** / **ideas** in each cluster. Are there some statements which do not seem to belong in the cluster?

3. Are there any statements / ideas that are not included here but you think they should? What ideas are missing?



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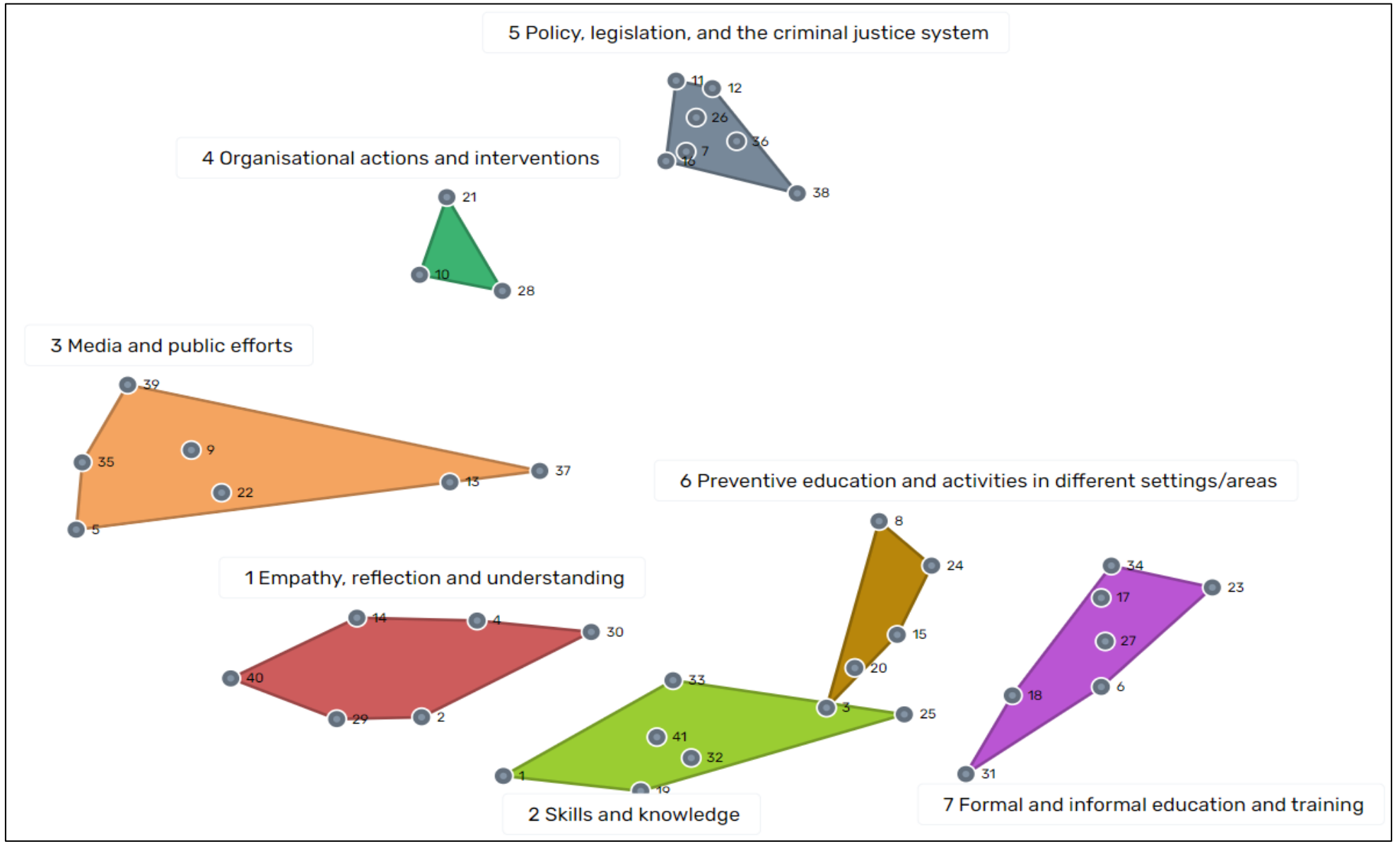
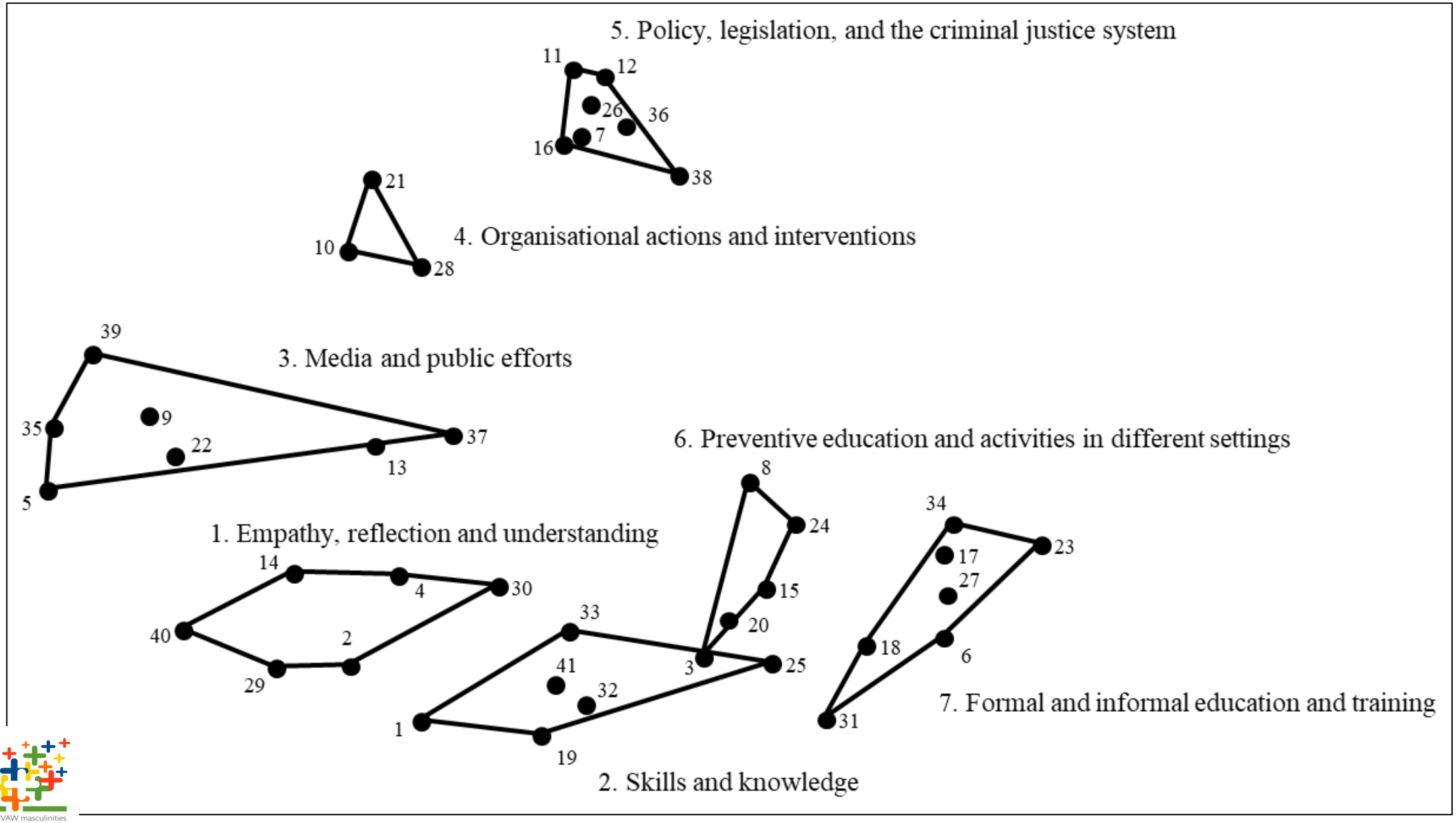
Cluster maps



Cluster maps



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Conclusions

- **Comprehensive multi-level solutions**: different levels strategies (prevention, practice, policy, societal- change the discourse on gender equity,)

- **Different strategies**: education, skills and knowledge, advocacy, policy, punishment, …

- **Targeting different audiences** (not just young men, but also women, parents, teachers and educators, social media influencers, football players, filmmakers, services providers, policemen, judges, and the general public).

- **Targeting different settings**: families, communities, healthcare facilities (e.g., pre- and postnatal care clinics), schools, workplaces, religious institutions, informal education institutions, ministries, sports clubs, student unions, youth movements, and women's and men's NGOs and associations

Different level on interventions

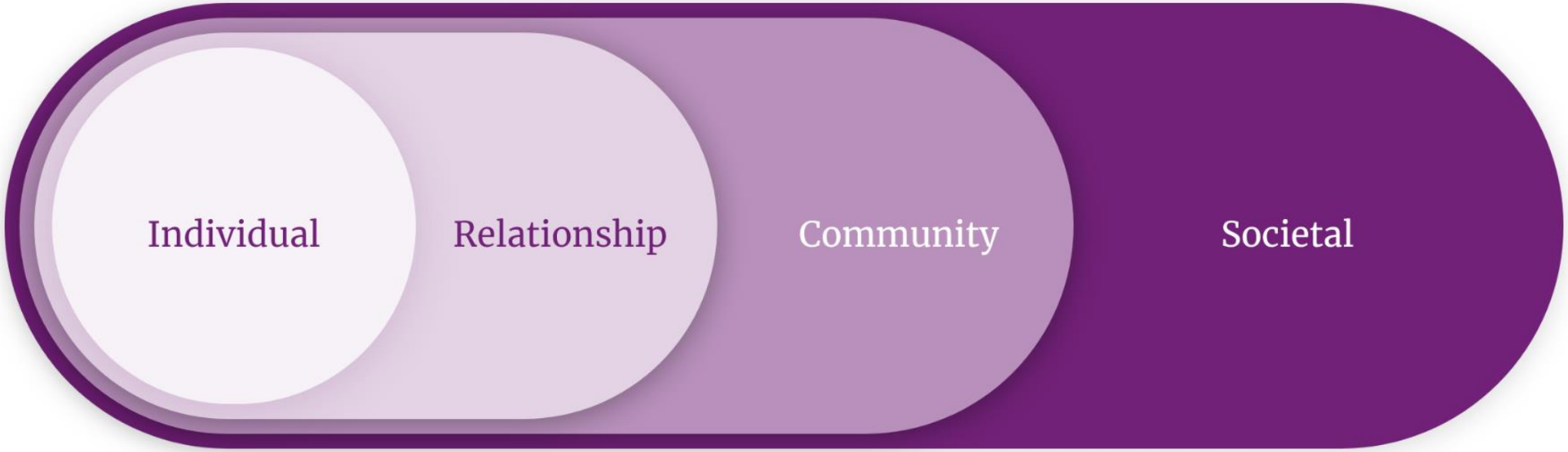
- **Prevention oriented**: raising awareness, education in formal and informal institutions, providing skills and knowledge, and being empathetic and understanding towards women (clusters 6, 7, 2 and 1)

- **Actions towards perpetrators of violence**: Increasing punishments for acts of IPV, improving treatment of VAW cases in the criminal justice system (cluster 5), and providing support and training to organizations so they can implement perpetrator rehabilitation programs and interventions (cluster 4 and cluster 7).

- **Change public opinion and using role models of gender equality** and anti-VAW stances (cluster 3).

- **Policies**: advocacy, such as establishing an overriding authority to improve coordination between different authorities (cluster 5).

The socioecological model



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Conclusions

- Young people and stakeholders suggested seven comprehensive, multidimensional, multi-setting strategies to facilitate promoting positive masculinity to reduce VAW.

- Discrepancy between importance and applicability might indicate policy and implementation obstacles.

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Acknowledgements

- Study participants young people and stakeholders.
- The PIs and teams from the different courtiers.
- Advisory board members.
- The EU Gender-Network

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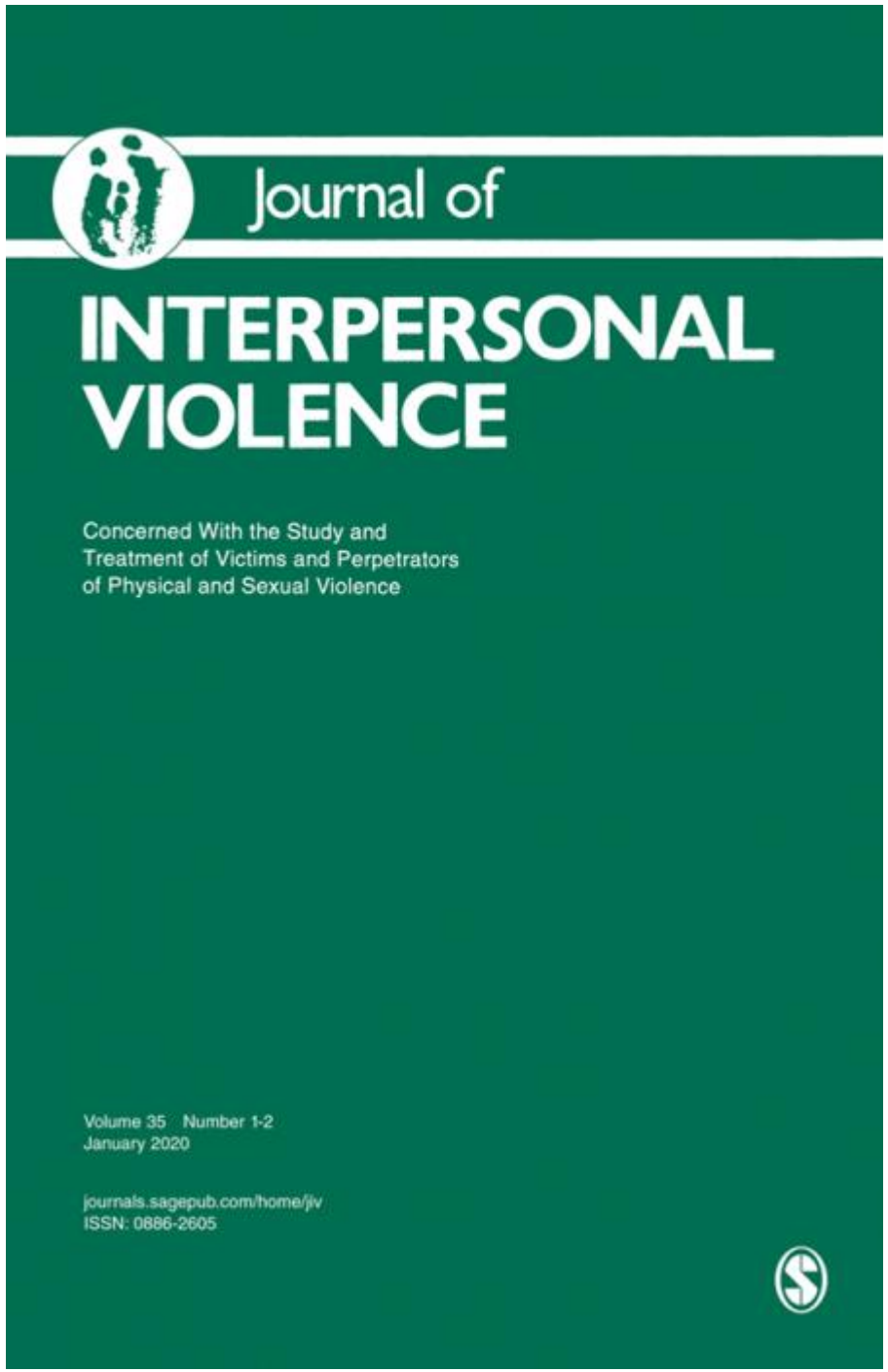

- **Promoting positive masculinities to address violence against women: a multi-country concept mapping study**

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Thank you!

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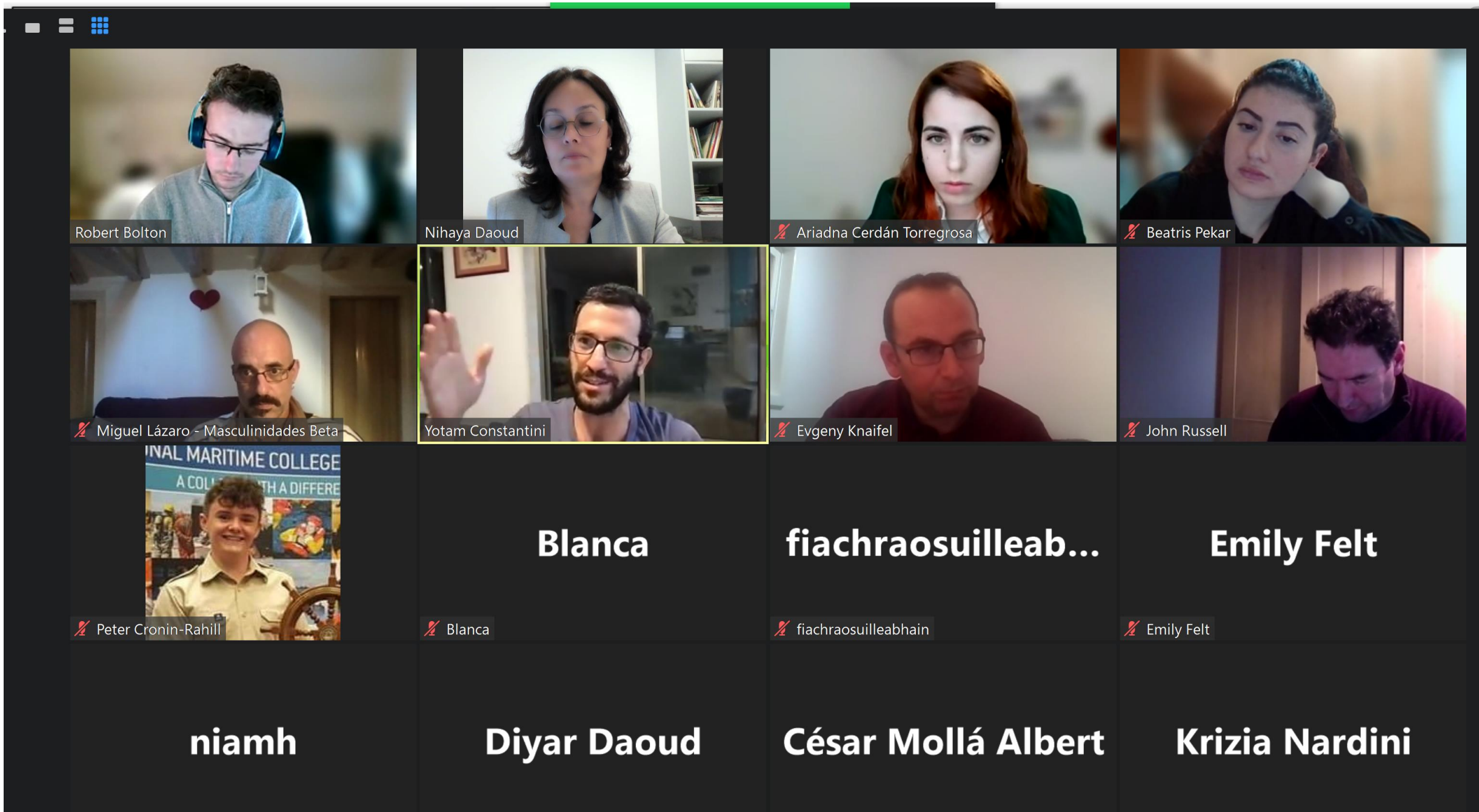
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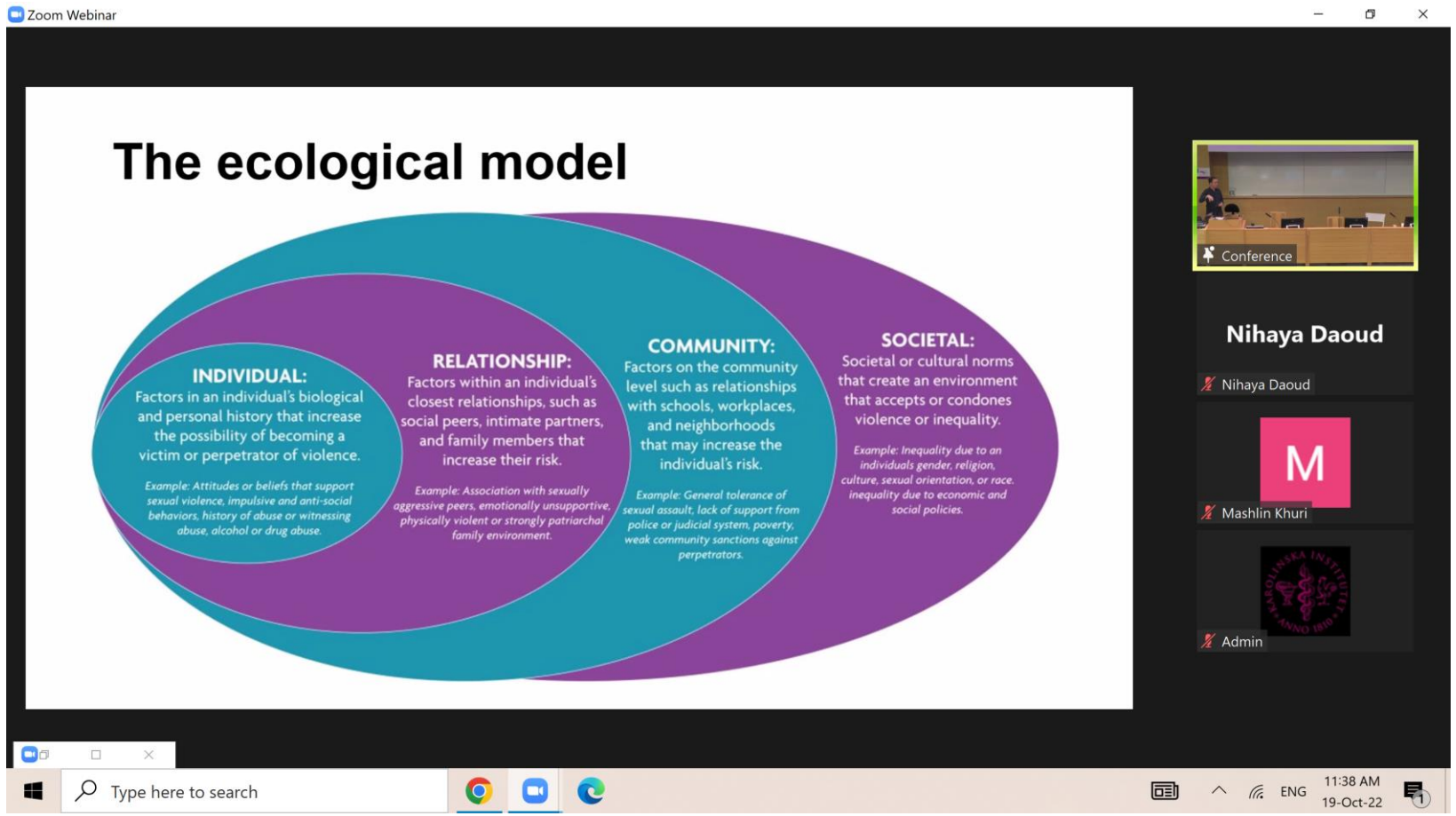
Diyar Daoud
César Mollá Albert
Krizia Nardini

Study phases

- ***Preparation*** and agreement on he focal question.
- ***Brainstorming:*** using semi-structured interviews with young adults (n=105) and stakeholders (n=60), plus focus group discussions (n=88), to collect ideas for promoting anti-VAW positive masculinity;
- ***Sorting and rating***: development of an online questionnaire for sorting (n=201) and rating ideas emerging from brainstorming by importance (n=406) and applicability (n=360);
- ***Creating maps***: rating maps for importance and applicability and clusters/strategies using multi-dimensional scaling and hierarchical cluster analysis with groupwisdom™ software;
- ***Interpretation*** of results with multi-country stakeholders to reach agreement.


Zoom Webinar
The ecological model
INDIVIDUAL:
Factors in an individual's biological and personal history that increase the possibility of becoming a victim or perpetrator of violence.
Example: Attitudes or beliefs that support sexual violence, impulsive and anti-social behaviors, history of abuse or witnessing abuse, alcohol or drug abuse.
RELATIONSHIP:
Factors within an individual's closest relationships, such as social peers, intimate partners, and family members that increase their risk.
Example: Association with sexually aggressive peers, emotionally unsupportive, physically violent or strongly patriarchal family environment.
COMMUNITY:
Factors on the community level such as relationships with schools, workplaces, and neighborhoods that may increase the individual's risk.
Example: General tolerance of sexual assault, lack of support from police or judicial system, poverty, weak community sanctions against perpetrators.
SOCIETAL:
Societal or cultural norms that create an environment that accepts or condones violence or inequality.
Example: Inequality due to an individuals gender, religion, culture, sexual orientation, or race. inequality due to economic and social policies.
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Zoom Webinar
Recording
The gendered drivers of domestic and sexual violence
• Gender inequality is the key context for violence against women
• Gender inequality is reinforced and maintained through social norms, practices, and structures.
• Other factors influence and intersect with gender inequality.
Violence against women is serious, prevalent and driven by
GENDER INEQUALITY
GENDERED DRIVERS
of violence against women:
CONDONING of violence against women
MEN'S CONTROL of decision-making and limits to women's independence
STEREOTYPED constructions of masculinity and femininity
DISRESPECT towards women and male peer relations that emphasise aggression
Gender inequality sets the NECESSARY SOCIAL CONTEXT
Source: Our Watch, Australia's National Research Organisation for Women's Safety, & Victorian Health Promotion Foundation. (2015). Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia. Melbourne: Our Watch
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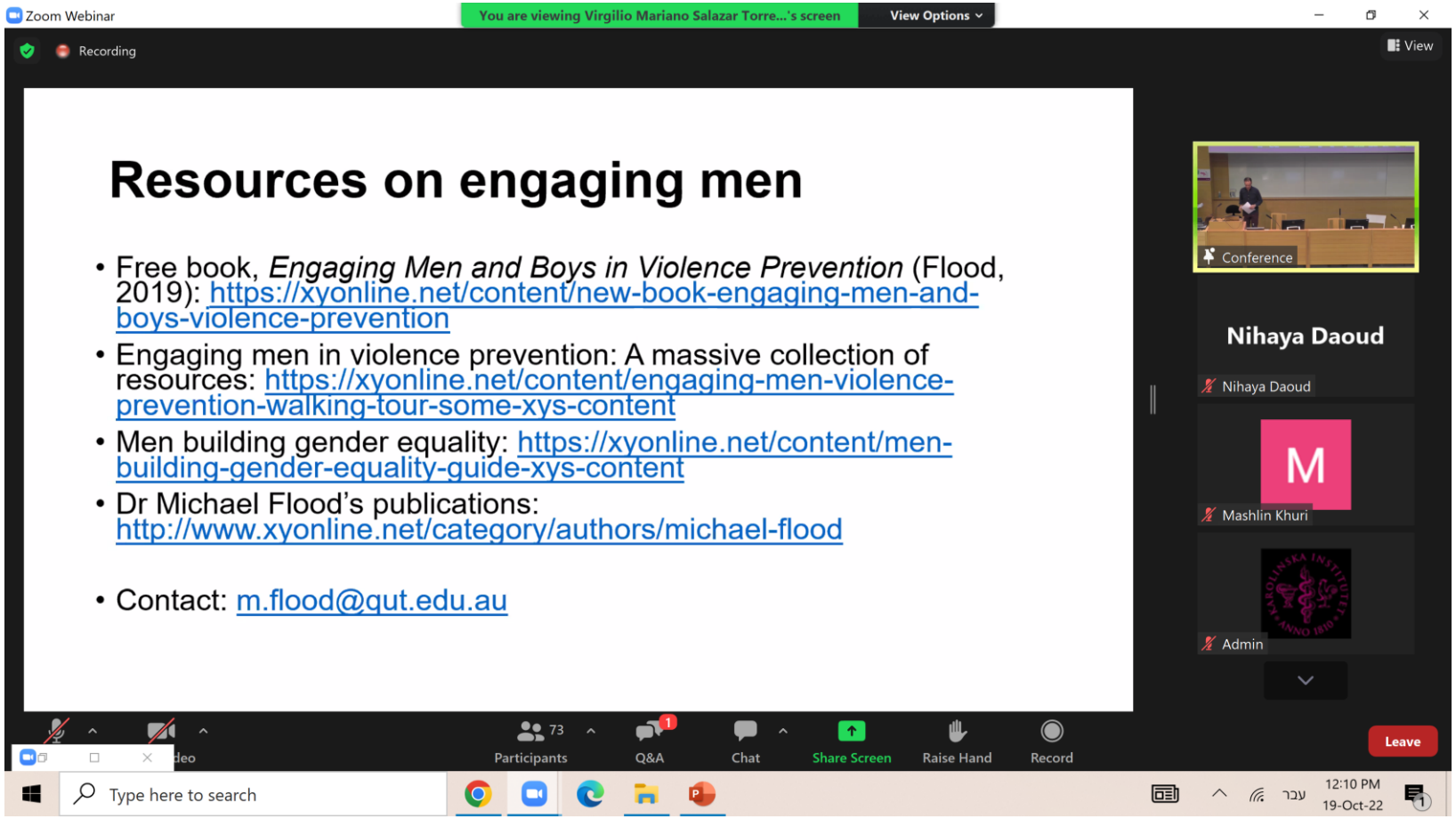
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Resources on engaging men
• Free book, Engaging Men and Boys in Violence Prevention (Flood, 2019): https://xyonline.net/content/new-book-engaging-men-and-boys-violence-prevention
• Engaging men in violence prevention: A massive collection of resources: https://xyonline.net/content/engaging-men-violence-prevention-walking-tour-some-xys-content
• Men building gender equality: https://xyonline.net/content/men-building-gender-equality-guide-xys-content
• Dr Michael Flood's publications: http://www.xyonline.net/category/authors/michael-flood
• Contact: m.flood@qut.edu.au
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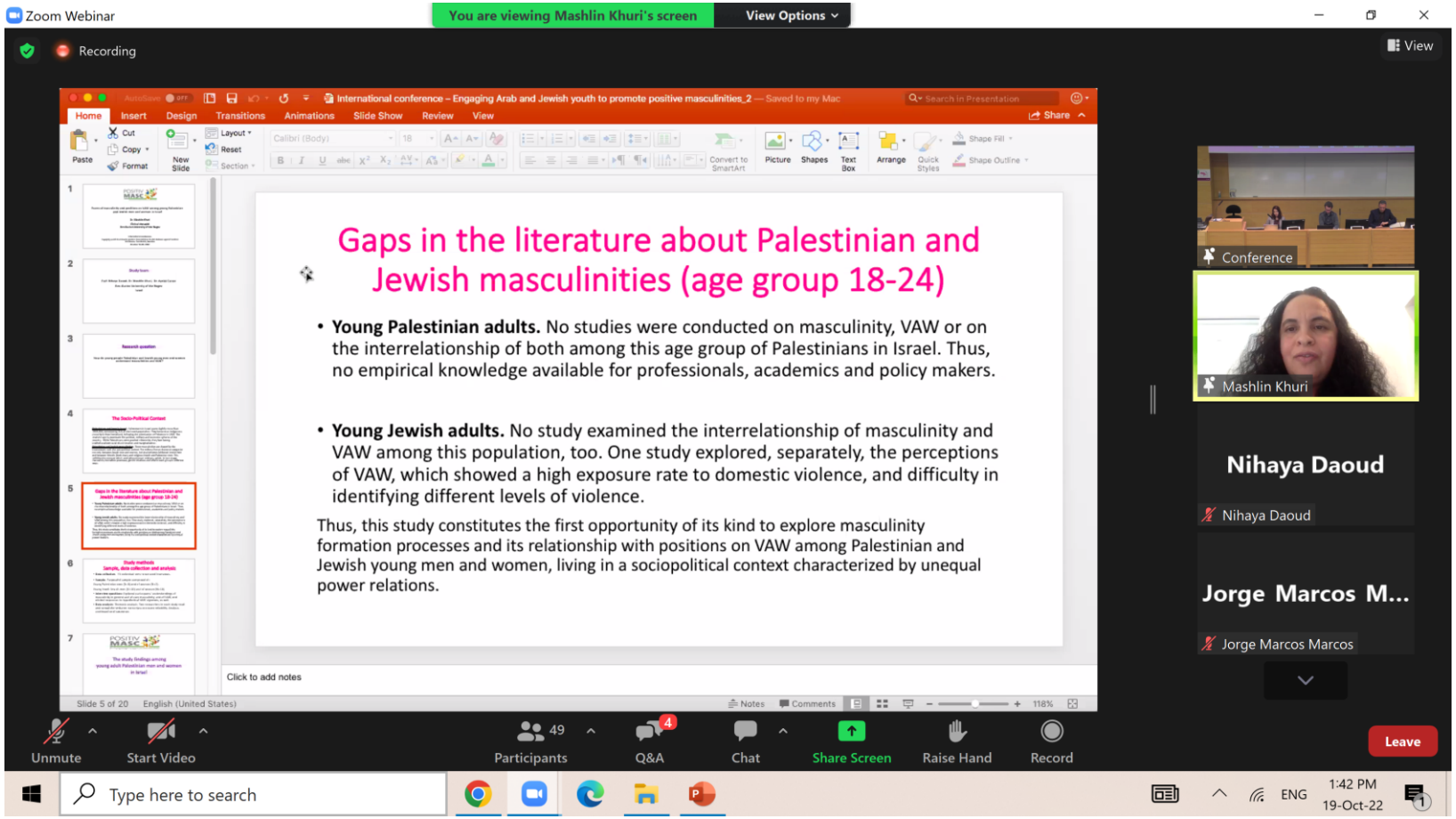
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Gaps in the literature about Palestinian and Jewish masculinities (age group 18-24)
• Young Palestinian adults. No studies were conducted on masculinity, VAW or on the interrelationship of both among this age group of Palestinians in Israel. Thus, no empirical knowledge available for professionals, academics and policy makers.
• Young Jewish adults. No study examined the interrelationship of masculinity and VAW among this population, too. One study explored, separately, the perceptions of VAW, which showed a high exposure rate to domestic violence, and difficulty in identifying different levels of violence.
Thus, this study constitutes the first opportunity of its kind to explore masculinity formation processes and its relationship with positions on VAW among Palestinian and Jewish young men and women, living in a sociopolitical context characterized by unequal power relations.
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