

Abstract

Research on Measures to Enhance the Effectiveness of Violence Prevention Education: Towards Centering Male Participants

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In the midst of gender stereotypes and the rampant distortion of gender awareness, the majority of perpetrators of gender violence against women are male, and their awareness needs to be improved through violence prevention education. Violence

prevention education has expanded, but there has been almost no discussion about male acceptance of this education. Therefore, in this study, we explored the extent to which males accept violence prevention education. We examined the effectiveness and problem points of education in which men participate and suggested measures for enhancement.

The research methods used in this study were a fact-finding survey of employees in public institutions, in-depth interviews with men participating in education, and in-depth interviews with violence prevention education instructors. The survey was conducted online, and male and female employees of public institutions were surveyed about their awareness of violence prevention education. According to the results of the study, among workers affiliated with public institutions, those workers affiliated with state institutions had relatively lower awareness than other comparison groups, while among the groups divided by age and gender, men in their 20s scored relatively lower than other groups. Although the level of satisfaction with violence prevention education was generally high, awareness among workers at state institutions and men was lower than the standard of other groups.

We conducted in-depth interviews with men who participated in violence prevention education and violence prevention education instructors. We collected opinions from male participants regarding their experiences with violence prevention education and their attitude toward it or acceptance of it, their awareness about sexual violence, and their opinion about the direction needed to improve violence prevention education. From instructors of violence prevention education, we collected opinions about the attitudes of education participants, the difficulties of the educational curriculum, and measures to boost the educational effectiveness.

In-depth interviews were conducted through face-to-face interviews, telephone interviews, and written interviews.

According to in-depth interviews with male students, gender awareness education helps them to break stereotypes and understand the concepts of sexual violence and self-determination. However, there were also points that were negatively evaluated, such as the repetition of similar educational content and a passive educational attitude. Moreover, they said they had the uncomfortable feeling that they were treated as potential perpetrators. Regarding their opinion about improvements, male students said that it is necessary to be trained by male instructors or instructors who are well aware of the circumstances in the institution where they work. In addition, they also said that it is necessary to have small-scale education so it is possible to have discussion.

In-depth interviews with instructors revealed that instructors think that male students see themselves as potential perpetrators, and instructors think that the students show a defensive or hostile attitude. The instructors believe that in order to effectively change the attitudes of male students, it is necessary to reduce male complaints and prejudices, strengthen empathy, present objective data, and raise questions about dominant masculinity. They said that participatory education is necessary to respond to and correct fixed gender stereotypes.

The policy improvement measures drawn from this study are as follows: First, to provide a tailored curriculum that is focused on men, education has to be made so men can become the main agents who change distorted norms about sexuality. Men should also have education that makes it possible for them to actively participate in resolving gender violence together.

Second, models using people the men know have to be

accepted. Men should be trained to be the principal agents of problem solving, not the objects of criticism. Through the active acceptance of violence prevention education role models who are in their circle, such as friends, coworkers, etc., people should be educated to improve the situation by intervening with an interest in gender violence, rather than having no interest.

Third, male resistance to preventive education has to be reduced. To do this, it is necessary to review and monitor educational contents that treat all males as perpetrators. It is necessary to give men a role in relation to solving the problem of gender violence. Since the issue of gender violence is perceived as a male problem and violence is viewed from the female perspective, education should try to elicit empathy.

Fourth, it is necessary to develop tools that can measure the effectiveness of violence prevention education and to conduct regular surveys to identify the effectiveness, substance, and appropriateness of education for participants in compulsory violence prevention education.

Fifth, when implementing violence prevention education for men, tailored education should be implemented considering their job position and age.

Sixth, the existing integrated education should achieve a shift in awareness of violence from the gender-sensitive perspective. It is necessary to reorganize the contents of prevention education to be centered on integrated education that can be implemented in everyday life.

Lastly, regarding the development of contents that are presented as concrete cases, awareness should be promoted by inducing the empathy of men who are receiving education, and by having men in their circles become assistants.

Research areas: gender-based violence·safety, education

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