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

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Korean Women's Development Institute

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

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1. Purpose of research

Policies on the prevention and eradication of violence against women are actively implemented in South Korea. In public institutions, sexual harassment prevention education became mandatory in 1999, prostitution prevention education became mandatory in 2008, and sexual violence prevention education became mandatory in 2013. Beginning in July 2014, it became mandatory for these institutions to report their performance and the results of the inspection of their performance (Song In-ja et al., 2015). Although the foundation to expand violence prevention education has been laid, problems with the educational content or methods have been pointed out, such as unilaterality, lack of concreteness, lack of practical strategies, repetition of similar contents, and lack of motivation and communication with learners (Song In-ja et al., 2015).

In addition, existing studies show that although there is little difference between genders in their perception of the need for violence prevention education (Park Sung-jung et al., 2016), instructors at training sites encounter difficulties due to male learners' negative attitudes (Song In-ja et al., 2015). There is hardly any research on men's perceptions about and acceptance of violence prevention education, or the effectiveness of education, according to their age and position in the workplace.

Violence prevention education is an important means of changing distorted sexual awareness rooted in sexist gender relationships. In Korea, where this education is a legal obligation, it is necessary to examine male awareness and acceptance of violence prevention education and based on that, find ways to improve the effectiveness of the education.

In this study, we collected data on the experiences of men related to violence prevention education, their perceptions and evaluation of it, and by analyzing the data, confirmed problems related to the educational effectiveness of male participants in violence prevention education, and presented ways to improve policy based on them.

2. Research method

We utilized various research methods to collect and analyze data on men's experiences and perceptions of violence prevention education and derive recommendations for improvement. First, we identified the process of making the legal foundation and system for violence prevention education, previous discussions on the effectiveness of violence prevention education, and research from other countries on the effectiveness of violence prevention education targeting men.

Second, in order to understand the experiences and attitudes of male learners in violence prevention education and their opinions on improving it, we conducted in-depth interviews with 17 people who were students in university and graduate school, as well as workers in public institutions. We conducted 13 of these interviews as group interviews, one as an individual interview, and three by phone. We selected the people for interviews by snowball sampling. Through an acquaintance of the researchers, the first people invited and interviewed were employees of public institutions, and this was followed by a second round of recruitment. University and graduate school students were recommended by their university and graduate school associations. Prior to being interviewed, they were informed about the objectives of the research and guaranteed anonymity, and we received their signed consent to be interviewed. The interviews spanned June 6 to September 3, 2020.

Third, a survey of 2,007 people working in public institutions was conducted to identify employees' experiences and the effectiveness and awareness of those working in these public institutions: national government institutions, local governments, organizations related to public service, elementary and junior high schools, and universities. The survey subjects were workers in public institutions from nationwide who had participated in violence prevention education in 2019. With the cooperation of the Ministry of Gender Equality and Family, we used a list of public institutions nationwide, and taking employees over the age of 19 who work in public institutions, we allocated proportional samples according to their gender and the type of public institution where they are employed. Then we selected employees using convenience sampling from the selected organizations and stratified by the variables of organization type and gender. After the survey was completed, we

weighted the statistics to minimize measurement errors and estimate the statistical value of the group being represented by those we interviewed. The survey questionnaire was developed by researchers at the Korean Women's Development Institute, and Gallup Korea developed and conducted the web survey.

Fourth, in order to understand the educational experiences and difficulties of male learners in violence prevention education and their opinions on improving its effectiveness, we conducted in-depth interviews with 10 prevention education instructors. The targets of the interviews were people who had experience carrying out violence prevention education in universities or public institutions or who had related experience. We explained the purpose of the survey to the person selected to be interviewed, and the meeting was conducted after obtaining their consent. For the 10 people contacted, we conducted 11 interviews. One was an in-person meeting, 1 was by phone, and the remaining 9 were conducted by writing. The interviews were conducted from June 3 to October 13, 2020.

3. Literature review

A. Systematization of violence prevention education

Of the four kinds of gender violence, the law on sexual harassment prevention education was the first enacted. The 1999 Act on the Prevention and Relief of Gender Discrimination and the Enforcement Decree first stipulated the mandatory implementation of sexual harassment prevention education, which is now based on the Framework Act on Gender Equality. The mandatory anti-prostitution education for elementary and secondary schools regulated in the 2004 Act on the

Prevention of Prostitution and the Protection of Victims was also applied to public institutions in 2008; mandatory education in elementary and secondary schools regulated in the 2006 Act on the Prevention of Domestic Violence and the Protection of Victims was expanded to public institutions with a law revision in 2013. In the 2010 Enactment and Revision of Act on the Prevention of Sexual Violence and the Protection of Victim, sexual violence prevention education became mandatory for public institutions, including kindergartens, daycare centers, and elementary and junior high schools, and following this, the Ministry of Gender Equality and Family declared 2013 as the “First Year of Sexual Violence Prevention Education” (Ministry of Gender Equality and Family, 2015).

Institutions subject to compulsory violence prevention education report results related to the education to the Ministry of Gender Equality and Family, and actions such as special education for managers or disciplinary action can be prescribed (Ministry of Gender Equality and Family, Korean Institute for Gender Equality Promotion and Education, 2014). The violence prevention education policy, which was mainly monitored by the Ministry of Gender Equality and Family, has been active in cooperation with other ministries since the Me Too Movement in 2018 and has expanded to employees in the blind spot of violence prevention education (Joint Press Release of Related Government Ministries, March 8, 2018; July 3, 2018). Violence prevention education has been strengthened for people working in the fields of culture, arts, and sports, where serious cases of victimization were revealed during the course of the Me Too movement (Joint Press Release of Related Government Ministries, July 3, 2018; January 25, 2019).

In December 2018, through the amendment of related regulations, the

Ministry of Personnel Management and the Ministry of Public Administration and Security reflected the completion results of sexual harassment prevention training for civil servants in manager performance evaluations (Ministry of Gender Equality and Family press release, April 17, 2018). Institutions with poor prevention education performance have special training for the heads of the institution and managers, the names of the institutions are released to the press, and they have to submit their implementation plans for prevention education (Joint Press Release of Related Ministries, March 23, 2018). Institutions that do not submit their educational performance or make false submissions are subject to on-site inspections and consulting (Joint Press Release of Related Ministries, November 28, 2017).

The related system has rapidly expanded after the legal basis for violence prevention education was established, but because of each public institution's insufficient budget for educational investment, there is the challenge of increasing the quality of education and student satisfaction by expanding the budget in the future.

B. Debate on the effectiveness of violence prevention education

According to a study that analyzed the demands of the people in charge of violence prevention education, who are consumers of those contents, there is a demand for educational contents that are tailored to the characteristics of their institutions (Song In-ja et al., 2015:86). If uniform lectures are utilized, men appear to be dissatisfied with education, as they are considered to be the targets for improving awareness, and women have a tendency to passively receive education in the position of observers (Song In-ja et al., 2015:86).

According to a study that analyzed the contents and methods of existing education through 22 papers on sexual violence prevention education programs, in order to bring about a change in attitude, not only knowledge transfer should happen in sexual violence prevention education, but gender equality education should also be conducted together with violence prevention education (Woo Jung-hee and Ryu Ki-wook, 2019:417).

In a survey of education recipients measuring the effectiveness of education methods, more than 80% responded that audiovisual education, discussions, seminars, workshops, and collective lectures were effective, and 75.3% said online education was effective (Park Sung-jung et al., 2016:74). There is much discussion saying that face-to-face lectures are effective, but there is also debate saying that education needs to consider the characteristics of the students. The satisfaction level with the education was lower among teenaged female students than that of other gender and age groups, and the main reason cited for this low satisfaction was large-scale collective education by instructor with lack of expertise (Jeon Hye-sang et al., 2019:163). The method of transmission through the school's audio-visual equipment is expected to be less effective because communication between educators and students is difficult (Jeon Hye-sang et al., 2019:163). It is necessary to avoid large-scale face-to-face lectures and increase small-scale, discussion-type, and participatory lectures.

In a survey of staff in charge of education at public institutions, 84.4% agreed that instructors have expertise (Park Sung-jung et al., 2016:57). In order to strengthen the qualifications of professional instructors, the Korean Institute for Gender Equality Promotion and Education as a principal organization provides mandatory supplementary and advanced

education for instructors, and is managing the quality of instructors (Bae Yoo-kyung, 2015:93). However, problems have been raised among on-site experts regarding how to link expertise built on the basis of experience on-site with systematically trained expertise (Baek Yoo-kyung, 2015:145-146).

According to a satisfaction survey of 7,756 people who completed violence prevention education in 2019, more than 80% of the respondents agreed that the education was effective (Jeon Hye-sang et al., 2019:138). Concretely, there was 85.8% satisfaction with education; 87.4% felt the education contents was appropriate; 86.7% felt the method of education was suitable; 86.5% said it was helpful; and 83.9% felt the education was suitable for the institution or the learners' characteristics (Jeon Hye-sang et al., 2019:140).

Although there are surveys that measure learners' opinions about their satisfaction with the education or its effectiveness, it is difficult to find studies that analyze effectiveness according to educational satisfaction. In the workplace, whether or not grievance organizations exist and whether or not they have experience in prevention education is irrelevant in preventing sexual harassment, but educational satisfaction has been shown to be an important factor in reducing sexual harassment (Jeong Jin-sung and Lee Hoon, 2018:221). In other words, improving satisfaction through quality education, as opposed to just providing sexual harassment prevention education, is effective in preventing sexual harassment (Jeong Jin-sung and Lee Hoon, 2018:221).

C. Studies from other countries on violence prevention education for men

There is hardly any research in South Korea on the effectiveness of violence prevention education for men, so we analyzed it focusing on research from other countries.

In the punitive education model, the existence of men is a danger, and women are regarded as passive victims and are taught to avoid danger, for example, clothing or situations that could trigger sexual violence (Carmody, 2003; Neame, 2003; Porter, 2016/2017). From this perspective, victims are held responsible for women's safety, not perpetrators (Carmody, 2005, 2006; Carmody & Carrington, 2000; Porter, 2016/2017). If this strategy of evading risk fails to prevent unwanted sexual access, the victim falls into blaming herself, and this results from traditional notions about gender (Carmody, 2006).

Violence in intimate relationships is a significant and serious form of violence against women. However, this is not exposed much, and it is perceived to be normal, making it very difficult to prevent in a traditional way (Neame, 2003). It is said that to prevent violence in close relationships, it is more effective to teach how to engage in ethical and nonviolent relationships rather than teaching rejection or avoiding danger (Carmody, 2005).

A major challenge in prevention education for men is to induce changes in the attitudes, values, and behavior of those who have been involved in violence against women, and to reduce the cultural and collective support many men receive for physical and sexual violence against women (Flood, 2004).

It is important to establish an ethical culture that does not view

violence in close relationships as normal male sexuality (Carmody & Carrington, 2000).

It is said that men feel comfortable among each other using disparaging, coercive, or sexist remarks about women, and they should correct the distorted idea that all men will like and accept these remarks (Flood, 2004). Through prevention education, men can be stopped from supporting sexually violent attitudes or values, and male violence can be reduced when they intervene in other men's actions (Flood, 2004).

Prevention education should focus on and heighten understanding of "the ethical negotiation of all intimate relations" (Carmody, 2003). In relation to violence prevention, it is necessary to teach men techniques for being in relationship, such as consenting skills, anger management, conflict resolution, and negotiating techniques for consent in sexual relationships (Flood, 2004).

In traditional prevention programs, masculinity is rarely mentioned. But traditional attitudes toward masculinity are main variables leading to violence, and cases of rape or wife battering, which are extreme uses of male violence against women, clearly show that gender should be a basic element of violence prevention (Katz, 1995).

Socialization and sexism, which teach that sexual aggression is masculine, tend to promote sexual violence, but male violence is socially constructed and is believed to occur due to the will of the individual (Berkowitz, 2002; Pease, 1995; Porter, 2016/2017).

Men Against Sexual Assault (MASA) was founded in 1989 in Melbourne, Australia (Pease, 1995), and the content and approach of the sexual violence prevention education pursued by MASA in gender discrimination education for male students is to support them to reveal values related to male stereotypes and refuse sexist attitudes and behaviors. In the workshop, the issue of patriarchy and its impact on women, children, and men is addressed. They teach statistics on sexual violence, the nature of under-reporting sexual violence crimes, challenges to rape myths, and the spectrum of rape. They view rape on a wide spectrum of all male behaviors and attitudes. They point out that male language about sex is violent and sexist, and this dehumanizes sexual interactions and makes sexual violence acceptable. They point out that to some extent, all men internalize patriarchal male sexuality, which supports rape (Pease, 1995).

Existing violence prevention education has focused on reducing risk factors of perpetrators and victims, but recently there is a high interest in bystander models. The term bystanders refers to witnesses at a site where there is risk of sexual assault who do nothing, support the perpetrator, aggravate the situation by being indifferent to the phenomenon, or improve the situation by intervening (McMahon & Banyard, 2012). Bystander programs that intervene in other men's violent or sexist behaviour are known to be effective in preventing sexual violence (Banyard et al., 2004; Flood, 2004).

The bystander model is a strategy that teaches community members sensitivity to sexual violence issues, techniques to intervene to prevent sexual violence, and methods to support survivors who have revealed their victimization (Banyard et al., 2004). It teaches members to feel responsible for community sexual violence problems, to become assistants who help survivors, and to cooperate with others to reduce crisis situations (Banyard et al., 2004).

The bystander program of Banyard's team consists of discussions, and facilitators participate. In the first session, people talk about the experience of intervening to help someone, not just regarding sexual violence, but sharing the experience of feeling a bystander's responsibility. The facilitator presents cases of success and failure from the region and nationwide. In the second session, they raise awareness about sexual violence and apply the bystander approach to the problem of sexual violence. Information is provided through video and statistics or studies so participants can empathize with victims. They teach the technique of becoming an active bystander at all levels in the continuously occurring series of sexual violence. Participants talk about their response in a situation where a drunk person is moved to another room, or they respond to sexual remarks before there's an incident. They talk about situations where they find out about an incident after it happens, such as when they take a friend home from a party, and they inform the head resident of the dormitory about the incident or inform the rape crisis center (Banyard et al., 2004). In session 3, facilitators offer participants scenarios on the importance of personal safety, resources available to help them when they intervene, understanding the decision-making process for successful bystander intervention, and the appropriate level of intervention strategy to address inappropriate behavior (Banyard et al., 2004). Participants are asked to implement intervention strategies and share them. Intervention techniques are acquired through group discussion and role-playing scenarios that emphasize the choices of the bystander. The program emphasizes an appropriate level of intervention, emphasizing that bystander strategies can change depending on individual safety or the circumstances (Banyard et al., 2004). Students are informed about campus resources such as victim support agencies, and facilitators with experience in successful intervention strategies become role models for participants (Banyard et al., 2004).

The biggest challenge in prevention education for men is minimizing hostility and defensive responses; these can be reduced by viewing them as problem-solving partners rather than perpetrators (Food, 2004; Porter,

2016/2017). The reason men respond in a passive, defensive, and hostile way to prevention education is because they think the educational message is negative, or they see themselves as sexual offenders (Heppner et al., 1999; Porter, 2016/2017).

It is most effective for facilitators to form small groups of men in workshops and through discussions, they can frankly share their feelings, ideas, and beliefs, and they should be provided with an opportunity to criticize and discuss masculinity (Berkowitz, 2002).

The Heppner team's model is one in which the majority of the subjects are male students from fraternities. In the program, they are educated as leaders, while they are taught how to help friends who are victims of sexual violence and how to effectively use leadership to create a healthy environment in relation to sexuality (Heppner et al., 1999). Only male facilitators are utilized for the training, and they use the term "we," which includes male participants (Heppner et al., 1999), to show the awareness that they have the same perspective as the participants. Their training model uses 3 modules that take 90 minutes each, and training takes place at one-week intervals. The cognitive module lets them know the truth and eliminates distorted thoughts. The affective module talks about long-term effects on rape survivors after the victimization. At this time, two male friends express their emotions by speaking in support of survivors, and they are asked to practice this in advance so education participants can relate and empathize (Heppner et al., 1999). The behavioral module consists of two role-plays. One is an interactive role-play in which an actor portrays sexual coercion, and participants present their opinions on how sexual coercion would not have occurred if the actor had acted differently in that scene (Heppner et al., 1999). This approach calls for behavioural change to reduce the likelihood of forced actions. In the second role-play, techniques are taught to raise understanding of the demands of rape survivors and effectively respond to them (Heppner et al., 1999).

It is important to also embrace male experiences of victimization, and to inform them that talking about the relationship between masculinity and violence is a criticism of culture and ideology, not individual men (Flood, 2004). Education should meet their level of awareness and ensure that they do not resist and escape, and one of the ways to make them empathize is to see violence from the perspective of a woman who is important to them (Porter, 2016/2017).

Jackson Katz and Byron Hurt's program, Mentors in Violence Prevention (MVP), encourages men to imagine the victimization of women close to them, such as their family members, to elicit empathy (Katz, 1995). When asked how they felt when they imagined a male bystander just watching a situation of sexual violence happen to their mother, girlfriend, or sister instead of stopping it, they expressed rage at the violence and disgust at the male bystander (Katz, 1995). Katz's program shows that male leadership on sexual violence issues is needed through these kinds of interactions with male participants (Katz, 1995). The violence prevention mentor MVP program does not treat male students or male athletes as potential perpetrators, but sees them as potential mentors for children and teenagers. The program supports male participants to view themselves as people who are in a position to exercise the male leadership necessary to prevent enormous pain and suffering (Katz, 1995). An important feature of the MVP program is that it provides structured opportunities for men to talk amongst themselves about male violence against women. The goal of the MVP program is to change the socially constructed concept of masculinity that views male power as dominance over women (Katz, 1995). Male athletes, who embody socially constructed masculinity, are role models for men, and their perceptions of women help shape male norms of behavior (Katz, 1995). Sexual assault occurs in a sociocultural environment that promotes a rape-supportive attitude and socializes people to follow, and the goal of the MVP program is to support male athletes to challenge the concept of sexist and dominance-oriented masculinity by publicly rejecting attitudes that support rape and battering (Katz, 1995).

Studies from early 2000 showed that prevention education separated by gender is the most effective (Berkowitz, 2002; Flood, 2004). They said that men find it difficult to express their honest opinions in front of women, and that discussions in mixed education can become polarized. In programs with just men, the men become less defensive and more honest, expressing a variety of opinions that would not have been said if women had been present (Berkowitz, 2002; Flood, 2004).

Berkowitz's all-male anti-rape workshop model allows men to speak openly without fear of judgment or criticism from women. This approach can reduce the tendency of men to engage silently or passively and can avoid gender-based polarization, which can strengthen men's rape-prone attitudes. In addition to this, various opinions and perspectives can be expressed by reflecting men's various attitudes and beliefs about appropriate sexual relationships and having participants dismantle strong images of masculinity used by the media (Berkowitz, 1994, p. 36).

Male educators and education participants can become role models for other men (Flood, 2004). Male educators have a strong point in that they understand the way masculinity operates as insiders, and they can convey that from a critical perspective (Flood, 2004; Porter, 2016/2017).

Properly trained men can be linked to peers or young men in ways not possible for women, and on the other hand, even well-trained male instructors cannot share their feelings or reveal their experiences to female learners in a female way (Katz, 1995).

4. Men's experiences in violence prevention education

In-depth interviews were conducted for 17 university students, graduate students, and public institution workers who had completed violence prevention education. In the in-depth interviews, we investigated their experiences with violence prevention education and their related perceptions. Participants in these in-depth interviews had received face-to-face group education or education through online/audio-visual materials.

A. Content and ways of teaching violence prevention

Violence prevention education in public institutions is mandatory. Among public institutions, universities and graduate schools have a lower rate of violence prevention education than other institutions.

Public institutions designate time for employees to take violence prevention education. Once or twice a year, one to two hours are allocated. In the case of the police, job-related training is conducted once a month, and in this process, they take sexual harassment prevention education or gender sensitivity education.

Face-to-face education is varied at the discretion of the instructor. Methods such as plays, questions, and discussions are sometimes used to increase interest and understanding.

If group education cannot be conducted, online education can be conducted through the Internet. Training in the form of watching videos posted online and taking quizzes is common. This is often carried out at institutions that have a large number of educators.

Depending on the characteristics of the affiliated organization, extra

content about violence prevention is added to their institutions' internal education. In the case of the police, internal education to share cases of sexual harassment and sexual violence inside institutions and caution them is provided. In organizations with strong employee hierarchies, this kind of internal education is recognized to be just as important as formal violence prevention education.

According to the in-depth interviews in this study, the focus in violence prevention education is generally on introducing the concepts of sexual violence and sexual harassment and improving learner awareness by raising their awareness of gender sensitivity. It provides an explanation about sexual violence and presents cases ambiguous from the male point of view.

Many of the participants received educational content about the disciplinary action or punishment received by sex offenders. Problems that the perpetrator or relevant agency would face if a violation were to occur were emphasized, and this raised an alarm with the in-depth interview participants. In particular, there were many cases of experiencing this type of education in the military. Also in the training of commanding officers in police organizations, the content is centered on disciplinary action or punishment that awakens awareness.

B. Recognition and awareness about violence prevention education

In-depth interview participants positively evaluated education in which students actively participate, as opposed to unilateral lectures. This was effective in breaking the learners' stereotypes and conventional notions, and they highly evaluated education that made them understand the perception difference and frame that discern sexual violence.

Many participants in the in-depth interviews pointed out that similar violence prevention education contents are repeated every year. This problem is more pronounced in online training, where videos with similar a composition and content are repeated every year.

We also found distrust of the professionalism of instructors carrying out violence prevention education among participants in the in-depth interviews. They much more highly evaluated education conducted by their institutions' internal instructors, who have a high understanding of their organization, rather than education given by external instructors, who do not understand the special characteristics of their agencies and tasks, and who have only superficial, general theory.

Although there is diversity among individuals, there were also complaints about female instructors who judge the male sexuality by their own standards.

They said that in online education, after they turn on the video, they do other things and simply solve a quiz and finish because the process to check if they understand the contents of the education is insufficient. They said that this kind of education and attendance in it is just a formality.

Participants in in-depth interviews tended to be passive when attending violence prevention education classes, thinking they were "going there to take a rest." Instructors may also restrict the contents or methods of education in consideration of the learners' workplace duties. Due to the nature of violence prevention education conducted during business hours, instructors are pressured by an atmosphere of "hurry up and finish." The education is conducted as compulsory, but participants hardly remember anything even after they actually go to violence prevention education.

In the case of face-to-face group education, there was a difference in participation in education according to gender; men's immersion in the education is lower than women's.

C. Men and awareness of sexual violence

Participants in in-depth interviews showed the attitude that they recognized the stance that “men are potential perpetrators.” Many accept the expression “male potential perpetrators,” but expressed discomfort with being considered as such a person. Based on statistical figures, they accept that there may be potential perpetrators among some men, but they do not accept that generalization as a whole.

Participants tend to regard sex crime cases reported in the media as “unusual exceptions” and separate themselves from them. Participants in in-depth interviews recognize the existence of male groups around them who are unconcerned about sexual violence and gender discrimination, but they try to put a distance between themselves and those men, and try to act in a way that differentiates themselves from those groups.

In-depth interview participants said that they think that they should take care not to get involved in sexual harassment by practicing restraint in their speech and actions. This trend is especially noticeable among public institution workers, more than university students and graduate students. This is because they recognize the current reality that sex crimes are handled very seriously at the organizational level. The reason men are so cautious and have such a vigilant attitude is more because of the fear of stronger punishment as opposed to improved gender sensitivity received through violence prevention education, and this attitude finally results in them distancing themselves from female

colleagues. Rather than trying to understand the problem of sexual harassment and trying to empathize, they just decide that they don't want to cause any problems.

Many of the in-depth interview participants experienced sexual expressions or verbal sexual harassment against women in group messaging chatrooms, and some continued in the conversations, even though they recognized that such behavior is wrong. They said they felt uncomfortable when they witnessed online sexual harassment in a group chat room, but were silent because they didn't want problems to arise in their personal relationships with others. However, there is a growing perception that actively pointing out the problem, rather than keeping silence, is the right response in group chatrooms to wrong sexual messages. In-depth interview participants said through violence prevention education, they were able to learn about the way to recognize and respond to problems in group chatrooms.

There was individual deviation among each male individual when it came to their awareness about sexual self-determination, and despite an improvement in perception, there were differences in their perception about the criteria for consent. Through communication, they broke the conventional wisdom of romance, became aware that it is necessary to respect sexual self-determination, and recognized the importance of seeking consent from the other person before engaging sexual behavior, and this perception seems to be spreading.

D. Awareness about male roles

In-depth interview participants showed a complex attitude toward existing values and norms that are perceived as “masculine.” Participants understood the norms of masculinity as being the breadwinner, having mental and physical strength, and showing restraint in emotional expression. However, they think this is burdensome and doesn’t match the current reality. Men particularly regard the role of breadwinner as burdensome.

In-depth interview participants positively viewed the recent change that focuses on work-family balance rather than the traditional male role as breadwinner. On the other hand, differences were found in attitudes about masculine norms according to different age groups. In-depth interview participants in their 50s view traditional masculinity more positively than the image of the carefree younger generation.

Participants agree that men need a more active role to solve the sexual violence problem. However, although some in-depth interview participants accepted that there is a need for male participation in solving sexual violence problems, they also expressed their discomfort with the extreme positions of women’s organizations and others in response to these problems. They said that these groups should approach this problem objectively, without exclusivity or hostility toward men. While accepting the need for active male participation, some hold a skeptical stance about the practical possibilities. To solve this problem, there were opinions that it would be good to establish a men’s organization that can encourage active roles and participation in the issue, as well as opinions that the improvement of awareness has to be accompanied by expanding the quality and base of violence prevention education.

E. Opinions about improving violence prevention education

There was the opinion that educating male instructors can be an effective way to immerse male learners and elicit empathy. They said that they want instructors who can elicit empathy and persuade them based on an understanding of the male psychological state and their situation. There were also concerns about having male instructors of violence prevention education, such as alienation of female learners. On the other hand, there was also the opinion that the gender of the instructor is not important, and that if the expertise of the instructor is guaranteed, the gender of the instructor is secondary.

In addition, rather than instructors from outside the organization, instructors from inside the organization, who understand the internal situation and members of the organization, can provide practical and empathetic education.

As for the composition of educational contents, there was a demand for education using recent cases rather than general, theoretical education, and education that can improve awareness rather than repetitious educational content.

Participants said that since education is conducted during business hours, an environment should be created so learners can take the education without being pressured by work, in a calm and stable situation, and there should be a window where people who have difficulty asking questions in large-scale group education can have in-depth consultations.

The participation rate of university students in violence prevention education is low, so their participation should be increased. There was the opinion that incentives should be provided to encourage them to participate.

5. Survey results on violence prevention education

A. Characteristics of respondents

In order to understand public institution employees' experiences with and perceptions about violence prevention education, we conducted a survey targeting employees from state institutions, self-governing provincial governments, public organizations, organizations related to public service, and elementary schools, middle schools, and universities. Sampling allocations were based on distributions of employee gender and the type of public institution. Finally, a total of 2,007 people responded to the survey. There were 347 people from state agencies, 493 from self-governing provincial governments, 527 from organizations related to public service, 247 from elementary and middle schools, and 393 from universities. These were weighted to estimate representative statistics.

The subjects of this survey were limited to those who had received at least one kind of violence prevention education during the past year.. If we look at the distribution of respondents according to the type of violence prevention education they received, the percentage that received sexual harassment prevention education was the highest at 99.2%. Sexual violence prevention education was 97.7%, domestic violence prevention education was 89.9%, and prostitution prevention education was the lowest at 88.9%. Given that there is no significant difference in the type of violence prevention education they received by the types of groups of the learners, it is assumed that they received education in the form of integrated education. Of the respondents in this survey, 83.3% said that they completed violence prevention education in the form of integrated education.

B. Ways of conducting violence prevention education

The most common duration for education was 1 hour or more, with sexual harassment prevention education at 71.0%, sexual violence prevention education at 71.8%, domestic violence prevention education at 71.9%, and prostitution prevention education at 72.4%.

Regarding how violence prevention education was conducted, percentage of face-to-face collective education with designated education time was highest at 64.0%, followed by cyber education (45.0%), watching videos (28.5%), distribution of materials/data (13.3%), reference to educational content in meetings but without designated education time (11.0%), real-time online education (9.7%), and seminar workshops (6.1%).

When we looked at the result of people surveyed who took face-to-face or online lectures, most of them said that their instructors were invited from outside at 84.3%, followed by internal employees who were employees or managers of their institutions at 34.2%, and others making up 1.1%. Most of them had lectures at 94.3%, followed by seminars and workshops with 15.8%, group discussions with 8.1%, plays and role-plays with 4.2%, and others making up 1.1%.

In collective education, division by position was implemented at 28.4%, which is less than one-third of the total.

C. Effectiveness of violence prevention education

Regarding teaching methods, respondents rate the effectiveness of education where people don't meet as less effective than group education where people meet face-to-face. Although 60% to 70% of the respondents regard real-time online education, online cyber education,

and video methods as effective, the positive evaluation rate for face-to-face group education was more than 80%.

When analyzing the awareness and effects related to the education according to gender and age difference, the gender gap among people in their 20s and 30s was larger than that of people in their 40s and 50s. In particular, the gender gap among people in their 20s was much bigger than people in their 50s when they evaluated the education.

Women and men in their 50s and older were more positive than any other gender or age group about the effectiveness of face-to-face group education, the suitability of educational content for the institution, and instructor expertise. The evaluation of the effectiveness or professionalism of face-to-face collective education among people in their 50s and older was higher among men than women. On the other hand, men in their 20s and 30s gave the most negative evaluations about the effectiveness of face-to-face group education and the suitability of educational content for their institution, and they also felt the strongest about repetition and boring educational content.

The percentage of agreement about the effectiveness of face-to-face collective lectures and the suitability of education for their institution generally increased with age for both genders. Overall, women had a higher percentage of agreement than men. Surprisingly, however, the percentage of agreement among men in their 50s and older was higher than that of women in their 20s and 30s.

The percentage of men in their 20s who said the contents of the education fit their institution's situation was 66.1%, which was much lower than the 80.4% for women in their 20s in the same age bracket. In comparison, the percentage of women who agreed was highest for

women in their 40s and 50s, at more than 90%. Overall, women had a higher proportion of agreement to this statement, and for both men and women, the lower their age, the lower their agreement.

When asked if education was conducted by instructors with expertise in education, 71.0% and 81.1% of men in their 20s and 30s agreed that it was, while 95.0% of men in their 50s and older agreed, which was higher than all women at 88.6%. In addition, the percentage of those who agreed on the professionalism of instructors was higher for women than men, and higher for middle-aged people than young people. The gap among male age groups is very large, with a 24% gap between the highest and lowest. In the case of women, the gap is only 5.7%. Of all gender and age groups, men in their 50s and older evaluated instructor expertise the highest.

The percentage of men who felt that education is boring decreased with age. Among all men and women, a high rate of men in their 20s and 30s agreed that it was boring, but men in their 50s and older had the lowest rate of agreement. In all gender and age groups, including women in their 20s and 30s, more than 70% felt it was repetitive, and more than 40% thought it was boring. This result demands a response.

There was a big gender gap when people were asked if men are treated as potential perpetrators in prevention education. Women agreed at the rate of 30.4%, and men agreed at the rate of 59.7% that men are treated that way. When we analyzed that at the intersection of gender and age, 63.9% and 63.5% were males in their 20s and 30s, respectively, while 18.0% and 32.2% were females in their 20s and 30s, respectively. More males agreed that they are treated that way than women. Men in younger groups, and women in older groups were more likely to agree that men are treated as potential perpetrators.

If we look at the results of the survey regarding what people learned in sexual harassment and sexual violence prevention classes, women's understanding of the characteristics of the problem was generally higher than men's. We can see, as the effectiveness of the education, that they knew that sexual harassment and sexual violence hinder work and study, and these behaviors are related to gender discrimination and gender stereotypes. We also can see that they better understood victims' hardships, the necessity of punishing perpetrators, and how to deal with grievances inside institutions. Overall, the effectiveness of the education was higher for women than men. The higher the age group for men and women, the higher the effectiveness of the education.

The older the age group of men and women, the more they agreed that sexual harassment and sexual violence are acts that hinder work or academic performance. An interesting point is that men in their 50s and older agreed to this more than women in their 20s.

Overall, the educational effectiveness for men in their 50s and older was higher than for women in their 20s, and also for women in their 30s in some areas. This shows that age is as important a variable as gender. The educational effectiveness was the highest for women in their 50s and the lowest for men in their 20s. There were greater differences in educational effectiveness among different age groups of men than women. It shows that men are not a single group.

An question related to solving problems that showed the learners' understanding about victim grievances and the punishment of perpetrators was also higher for women and increased with age in each gender. Interestingly, men in their 50s and older had a higher understanding than women in their 20s and 30s. This shows that age is an important variable.

In this survey, the level of awareness of sexual harassment and sexual violence or response to incidents is generally high, but senior managers fall short of middle managers and general employees. The percentage of senior managers and general employees who understand victims' pain better through prevention education is 84.5% and 92.4%, respectively; those who understand the necessity of punishing perpetrators was 89.6% and 94.3%; and those who understood the need for prevention education was 90.9% and 95.9%. In particular, compared to people in other positions, high-ranking managers have a high rate of not knowing about the grievance handling body, even though their active cooperation in handling incidents is needed, so this requires improvement. Customized education for senior managers is needed.

D. Awareness about violence prevention education

The proportion of positive opinions about violence prevention education is lower in male groups and is statistically significant. Among those with positive opinions about violence prevention education, the proportion of men in their 50s and older was higher than the proportion of women in their 20s who agreed that it's important to learn to respect each other, and that they should help victims. In addition, the more age increases for each gender, the more they agree with the need for education and are satisfied with it. There was a greater difference between age groups for men than women. Once again, diversity among male groups was confirmed.

The satisfaction level with the violence prevention education was overall 87.7%, with the gender difference being 90.9% for women and 84.6% for men. The lowest satisfaction rate was for men in their 20s

and under, and the main reasons for male dissatisfaction with the education were unilateral methods of delivering the education at 35.0%, similar content at 18.0%, and education being a formality at 12.5%.

In this survey, there were large, statistically significant differences in sexual violence awareness according to age and gender. Men showed higher rates than women of considering the following as consent to sex: being a motel companion, late-night invitations, and kissing and caressing. Men tend to more widely interpret certain behaviors as consent to sex. The perspective of women in their 50s and older is closer to male groups than other female groups. The perspective of women in their 40s and 50s is also closer to men than women in their 20s and 30s when it comes to blaming the victim about clothing that extremely exposes their bodies.

Regarding sexuality, there was a much bigger difference between female age groups than there was for male groups. Young women in their 20s and 30s are thought to have the clearest standards of consent in relation to sex. They are also firm about not blaming victims of sexual violence. It is noteworthy that the gender gap is very noticeable with people in their 20s. The gender gap between those in their 20s is 29.9% and 18.1% and 33.3%, respectively, while it was 7.1%, 0.5% and 8.3%, respectively in those of 50 and over, for those in their 50s and older. Regarding consent to sexual intercourse, the gender gap is bigger in people in their 30s or younger than those in their 40s or older. The difference between the perceptions of sexually active young people in romantic relationships can be seen as a problem. Education related to this is needed.

When it comes to gender roles, the percentage of people who believe that men need to do housework was highest with women in their 50s

at 99.5%, while men in their 20s and younger were the lowest at 88.5%. The percentage of men who agree that it's the man's responsibility to support the family was the highest at 66.6% for men in their 50s, and the lowest for women in their 40s at 19.4%. The ratio of women in their 20s and younger who said it's unfair for women in dual-income families to be exclusively responsible for housework and childcare was the highest at 98.8%, while the ratio of men in their 20s and younger was the lowest at 86.4%. Regarding men using paternity leave, it was the highest at 99.5% for women in their 20s and the lowest at 90.5% for men in their 20s and younger.

Efforts to prevent sexual harassment were investigated according to the level of employee in institutions. The percentage of senior managers who agreed with making efforts to prevent sexual harassment first was the lowest at 79.2%, and general employees were the highest at 89.7%.

Regarding the creation of the conditions necessary to request help or report a case of sexual harassment or sexual violence, there are differences in effort among senior and middle managers according to gender and age. Female managers in their 30s were the lowest at 69.1% and 68.1%, respectively.

In terms of recognizing there is someone in charge of sexual harassment and sexual violence grievances, the proportion of women in their 20s and younger was 63.9%, which is lower than other groups. Among women, the proportion in their 20s and under and those in their 40s who agree on the serious degree of sexual harassment and sexual violence within their institutions was relatively high.

The goal of violence prevention education in public institutions is to make an effort for prevention through improving awareness about gender

violence. Higher-ranking members in public institutions show a decrease in their effort to prevent sexual harassment. Everyone needs to make an effort, especially senior managers, but that's not the reality. More than other age and gender groups, men and women in their 50s and older, and women in their 40s, positively evaluate the efforts of each rank of employees. On the other hand, positive evaluations are low from women in their 20s and 30s and men in their 20s, and they are critical of efforts by managers to prevent sexual harassment.

The trust in the agency's problem-solving capability in the event of sexual harassment and sexual violence increases when people have higher positions, and the lowest trust is with general employees. Senior managers have higher trust than general employees. It is a problem that general employees with less authority in the organization have less trust. It is a problem that the highest percentage of people who do not know about the existence of grievance organizations are senior managers, and that ordinary employees have the lowest trust in grievance handling.

We investigated trust in institutions' capability to handle problems such as protecting matters related to sexual harassment and sexual violence, empathizing while solving problems, punishing perpetrators, and demotions in rank. Overall, trust increases with age. Men have more trust than women in the younger age group, and women have more trust than men in the higher age group. Women in their 50s and older are the most confidential group in terms of solving sexual harassment and sexual violence, followed by men in their 50s, women in their 40s, and men in their 40s. Overall, women in their 20s and 30s had low trust in protecting matters, solving problems in the best way, and punishing perpetrators. The trust of men in their 20s and 30s was lower than men in their 40s and 50s. Both men and women trust more in their 40s and

50s than in their 20s and 30s. Trust by gender and age was highest for women in their 40s and 50s, then men in their 40s and 50s, men in their 20s and 30s, and women in their 20s and 30s. Women in their 20s and 30s have the lowest trust in handling incidents.

6. Experts' opinions on violence prevention education

A. Gendered differences in attitude

Most of the instructors who participated in the interview said that they observed gendered differences among the learners in violence prevention education. How much people embrace the education differs by gender, with women accepting the education as “my problem” and concentrating, but they said men show a mostly uninterested or defensive attitude.

Female students have already experienced various gender discrimination or gender violence during their lives, so they consider this to be education to prepare for problems they may face. For this reason, women have high interest and concentration, and they are also active in participating in debate.

On the other hand, rather than immersing themselves in violence prevention education, men tend to have a defensive attitude. They seem to have the awareness that the education brands all men, including themselves, as potential perpetrators. They do not sympathize with the necessity and goal of education and take a negative attitude, and this also stands out in the middle-aged male group.

They said that in general, when people with different ranks of jobs are mixed, male students often complain and resist education, as they consider themselves to have been singled out as potential perpetrators because of their higher age and status. On the other hand, there was also

the opinion that hostile attitudes toward violence prevention education are rather prominent among young men in their 20s, and a backlash phenomenon occurs because they think they have to compete with women for limited resources.

However, after the recent Me Too movement, managers whose positions require them to oversee sexual harassment and sexual violence incidents inside organizations show an active attitude in preventing violence.

B. Aggressive male learners

Some male learners threaten and stress instructors by hindering and disrespecting them during lectures, attacking them by email or phone or stalking them after lectures, peppering them with questions that are unrelated to the essence of education, and maliciously editing educational content to report the instructor to educational offices of local self-governing bodies as a “femi instructor.” It looks like this comes from their distrust of education from female instructors and from their perception of female instructors as hostile to them.

C. Concept of the potential perpetrator

It is said that male students sometimes express hostile attitudes, saying they are treated as “potential perpetrators.” These complaints are raised many times regardless of educational context, and some instructors have experienced easing of male opposition if they approach the subject as a matter of power rather than gender.

Instructors include sexist cultural structures, problems of hierarchy and power, and ethical perspectives for resolving sexual violence in the

education content, and they are making an effort to help men understand the educational content without resistance.

D. Efforts to enhance understanding/sympathy for education

While instructors resolve men's complaints and prejudices, in order to effectively conduct education, it is pointed out that it's necessary to make an attempt to make an alternative educational method that simultaneously stresses affirmation that stimulates learners to want to be good people, and that makes people feel that sexual violence is not just a problem of others, or that it's something that men can easily regard as a women's problem that has nothing to do with themselves, but that it can also be a problem for the women in their own families, and it can be their problem. It is pointed out that data-driven education is needed to objectively persuade people, and that rather than individual attack and aggression, there should be a focus on reflecting on the problem from a structural perspective so improvements can be elicited in learners' self-awareness.

On the other hand, some people are skeptical about educational approaches that try to avoid male hostility. They say that there is a need for a curriculum that makes men honestly face the patriarchal privilege that permeates the organization internally and the patriarchal socio-cultural values learned through living.

E. Gender-segregated education and male instructors

To effectively conduct violence prevention education, men and women were separated and then received education, or male instructors conducted the education. We investigated their opinions about this. Some

instructors pointed out that although gender-segregated education can be effective for eliciting men's empathy and participation, there is the problem that this decreases opportunities to share women's experiences or perceptions.

While the advantages of having a male instructor for men are that men become highly immersed and can be active in their participation by expressing their opinions among the same gender, some point out that having male instructors and separating genders for education can limit the improvement of male students' perceptions.

F. Training for high-ranking men

Ways to enhance educational effectiveness for high-ranking men were suggested as follows: implement education separated by rank so people can talk candidly about difficulties, learn perspectives and capabilities in order to make a democratic and human rights-friendly organizational culture, and make educational content on how to prevent and cope with sexual violence in the organization.

G. Opinions about male roles

Instructors say that since the majority of perpetrators are men, a campaign is needed to raise the voices of men who practice positive masculinity in order to eradicate sexual violence.

On the other hand, there is the opinion that emphasizing the duties of members of the community as a whole should be the direction of prioritization, rather than emphasizing the role of men separately. In addition, there was the view that through strengthening violence prevention education, active interest and participation has to be elicited

as the duty of people who are members of a community. This means not only perpetrators and victims, but also the third parties who don't think that they have anything to do with sexual violence.

H. Measures to enhance effectiveness

In order to improve the effectiveness of education, it is necessary to utilize education evaluation feedback to establish future education plans, and plans should be designed to enhance educational effectiveness by diversifying and tailoring contents to the organization. Education should consist of in-depth education on gender-related inequalities and power relationships so people can be introspective about gender stereotypes and gender-discriminatory thinking, and wrong conventional thinking can be corrected.

Rather than large-scale education, it is necessary to encourage students to participate by forming a small groups with 15 or fewer people who can communicate. Face-to-face education is preferable to online education, and instructors who have seen learners complain about exhaustion in education that emphasizes participation say that these learners need educational content that they can participate in at a reasonable level.

In addition, since the acceptance of and resistance to education is different according to gender and age, educational strategies should be established that reflect the characteristics of each group. Men in their 40s to 60s need to enhance their gender sensitivity, and education that makes them reflect on the stereotypes they believe needs to be strengthened.

7. Policy suggestions

Tasks for violence prevention education policy

The existing policy has focused on expanding violence prevention education and inspecting implementation, but the work of inspecting educational effectiveness and user satisfaction, as well as improving the content and education methods based on these inspections, has been insufficient. The human and material resources put into the implementation of related policies are insufficient, and the planning capabilities of public institutions are insufficient, so the education has an aspect of passivity or being just a formality.

In addition, despite the fact that there are age/generational differences, educational curriculum and education targeting different ages is not being carried out well, and there is hardly any research or policy approach that has responded to the male rejection or resistance that is being reported in the media and by instructors.

Voluntary efforts by public institutions should be induced to promote educational effectiveness. It is necessary to ensure that management understands the benefits that institutions receive from violence prevention education so that related budgets and resources are injected into the department in charge. The Ministry of Gender Equality and Family should play a role in providing information to public institutions related to educational effectiveness, such as educational methods and content.

Policy directions to enhance effectiveness

Considering the characteristics of public institutions with a large number of long-term employees, education needs to be planned for the mid- and long-term. In this regard, education and consulting should be

conducted to strengthen the capabilities of the department or person in charge.

Public institutions should activate in-person education or discussion, and it would be desirable to provide consulting and information at the government level on educational contents or how to conduct the training to be utilized.

Education and consulting for people in charge of education at public institutions across the country should be provided to improve their capabilities. The government should support education planning for educational staff at public institutions, offer information related to proceeding education such as recruiting instructors, provide communication opportunities for educational staff in regional and national public institutions, and in order to perform such duties, there should be a place for communication online such as a separate homepage, and there should be separate investment in the staff in charge of those affairs.

Also needed are incentives such as evaluation or press for outstanding institutions, commending educational personnel from outstanding institutions, continuously developing contents to prepare for the spread of small-scale discussions, and discovering and sharing outstanding cases.

Data-driven content development

The fact-finding survey in this study identified differences among gender and age groups in their perception and evaluation of the education, as well as their satisfaction with it. Educational contents should be drawn up to reflect differences in the gender and generations of employees in public institutions. Effectiveness will increase if

education identifies differences in gender and generation perceptions about sexuality, gender violence, and prevention education and reflects those differences. It is hoped that this study was an opportunity to activate research that reveals differences among learners' characteristics and find ways to respond to them.

Strengthen manager capabilities

Laws related to sexual harassment recommend that problems first be solved according to workplace procedures to restore victims' rights or improve the working environment, and the role of senior managers is very important in this regard.

However, according to this survey, senior managers' level of awareness of sexual harassment and sexual violence and how to handle incidents is lower than that of middle managers or general employees, so customized training is needed for them.

Increase male roles in violence prevention

In violence prevention education, men should be viewed as problem-solving partners rather than potential perpetrators. The Bystander Program invests men with a role in solving gender violence problems. It is necessary to teach that silence around the violence of other men is implicit agreement with it, and that there is a different way to respond.

This requires awareness of the problem and intervention skills, which can be learned through the presentation of role models related to violence prevention.

Content should include that a gender-equal society is not

disadvantageous to men. It is necessary to run a program that plants the idea that an active male role is important in realizing a gender-equal society, and that beyond their role in intervening in scenes of gender violence, men are principal agents of a gender-equal society.

It is necessary to develop men's ability to empathize with gender violence issues, which are perceived as women's problems, and to make them think of these issues as also men's issues. In addition, sexual harassment can also be seen as a type of workplace bullying, and it is necessary to conduct education about sexual harassment that is linked with workplace harassment.

Exploring the effectiveness of male instructors

On-site, the demand for male instructors is confirmed, but experts in the field of prevention education have a tendency to not evaluate male instructors highly. Considering this reality, it is necessary to train talented personnel among them as affiliated instructors and explore the effectiveness of male instructors.

Develop tools to measure educational effectiveness

Violence prevention education is conducted mandatorily, but related research on its effectiveness is insufficient. Accordingly, it is necessary to regularly conduct surveys on the employees of public institutions who participated in mandatory violence prevention education to ask questions about items such as effectiveness, substantiality, and appropriateness to measure the effectiveness of the violence prevention education received by that person.

In addition, measuring tools should be developed or preceded in order

to make it possible to concretely analyze how effective the education is in preventing violence within organizations, such as questions that measure effectiveness, measuring changes before and after education, and evaluating the contents of the education.

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