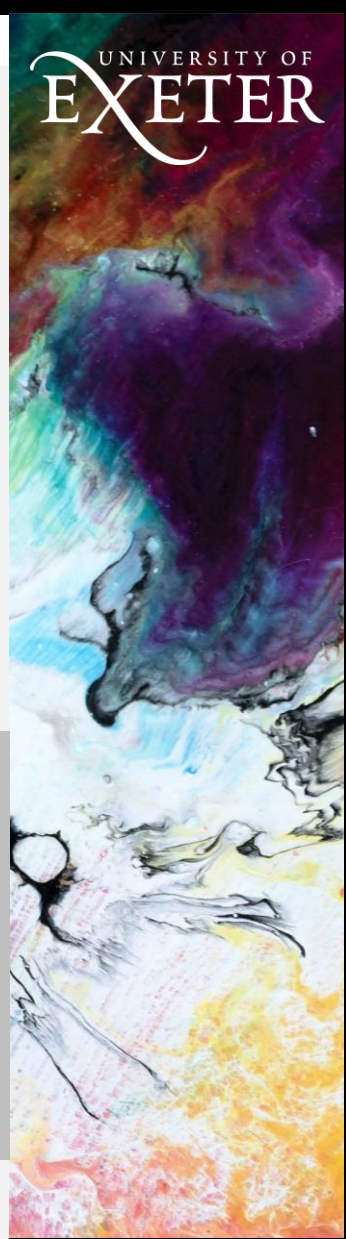


BYSTANDER INTERVENTION FOR GENDER-BASED VIOLENCE PREVENTION

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University of Exeter | Kindling Transformative Interventions

WWP-EN Seminar Series
September 2023





OUTLINE

- The Bystander Approach
 - 3 Key ideas
- Does it Work? Evidence & Effectiveness
 - Wider Studies
 - Our work: Football Onside (SV), Active Bystander Communities (DVA), Exe-Change the Norm (Street Harassment)
- Challenges & Tensions



Time for prevention

- #Me Too 2006
- Time's up 2018
- Everyone's Invited 2020...
- Part of a much longer tradition
- Public health approaches to VP are largely depoliticised... but stand on the shoulders of this unpaid labour/activism.

A PUBLIC HEALTH APPROACH TO GBV PREVENTION

Tertiary

Tertiary Prevention or Response

Supports survivors and holds perpetrators to account. Aims to prevent *recurrence* of GBV.

Secondary

Tertiary Prevention or Response

Aims to change the trajectory for those at higher risk of experiencing/perpetrating GBV

Primary

Primary Prevention

Whole population initiatives that address the primary or 'underlying' drivers of GBV

BYSTANDER INTERVENTION: 3 KEY IDEAS

WHO IS A BYSTANDER?

- Witness to a situation
- Is confided in/disclosed to about a situation
- Not involved as a 'victim'* or 'wrongdoer'

*Note we choose to use 'victim' to mean recipient of harmful behaviour and 'wrongdoer' as the perpetrator.



SO, WHAT DO WE MEAN BY 'INTERVENTION'?



Express disagreement to the **wrongdoer**

Body language (signal disapproval)

Record on your phone or take a photo

Challenge/respond on social media

Use humour ("1985 just called – they want their misogyny back..")

Distract ("is that the latest version of that phone?")

Use social norms ("you're the only one who thinks like that")

In-depth conversation to shift attitudes

Induce empathy (say how it affected you)



Offer support to the **victim**

Check-in – are you okay?

Body language (show you've noticed)

Offer a them way out ("do I know you from school?")

Offer support – I noticed that, do you need anything?



Enlist an **ally**

Did you see that? Shall we do something?

Call 999 / Get specialist help or advice.

Stay and observe

Were you okay with that? – Shall we do something next time?



In the moment

After the fact

4 STAGES FOR INTERVENTION



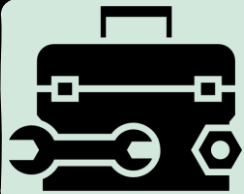
1. Notice the event



2. Interpret it as a problem



3. Feel responsible for dealing with it



4. Possess necessary skills to act

(Adapted from Berkowitz, A. (2009) *Response Ability: A Complete Guide to Bystander Intervention*, Beck & Co., p.10)

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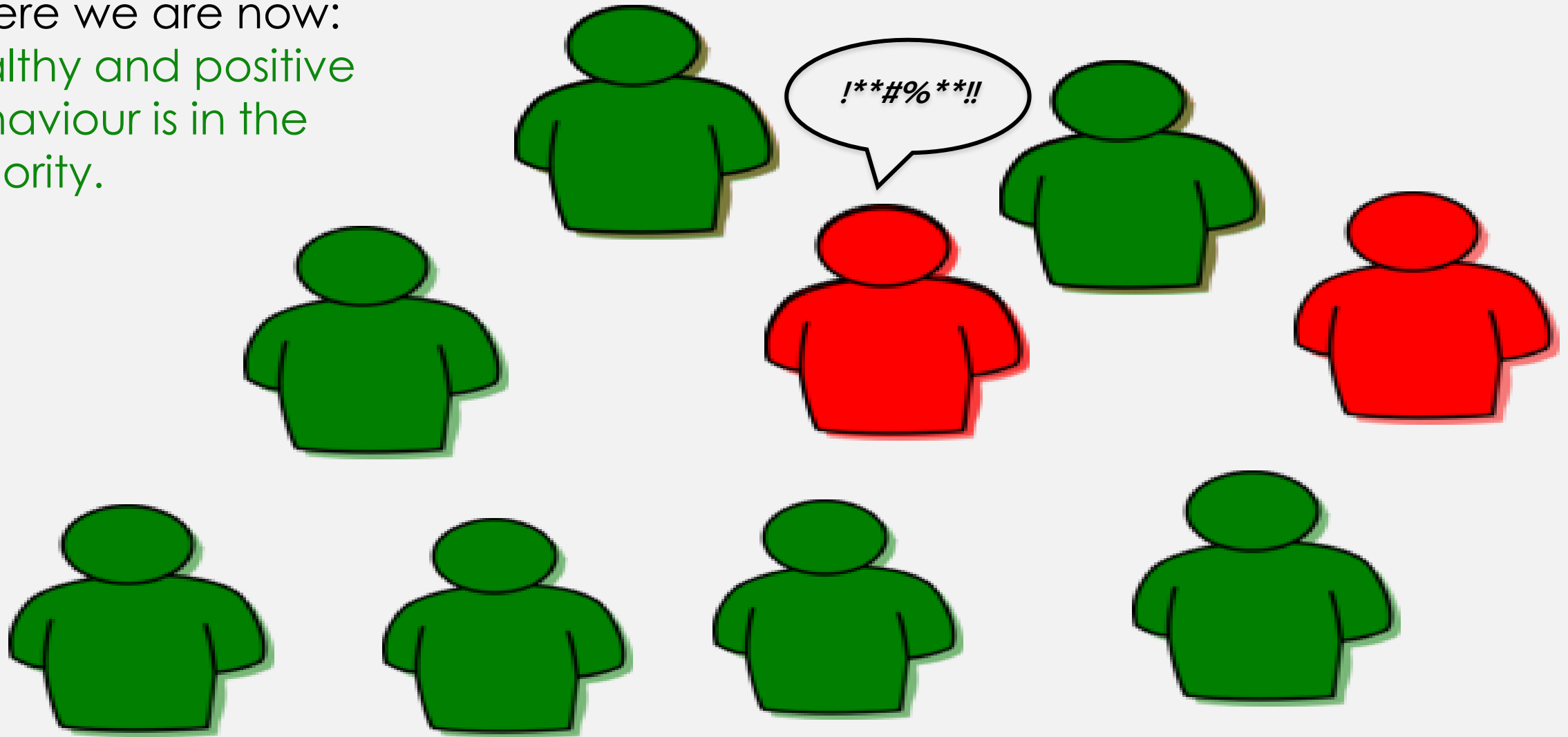
REASONS FOR NON-INTERVENTION

- A person doesn't fit in/"they're not like me"
- Too many people around
- Someone else will do it
- It's dangerous
- It looks like everyone else thinks it's okay

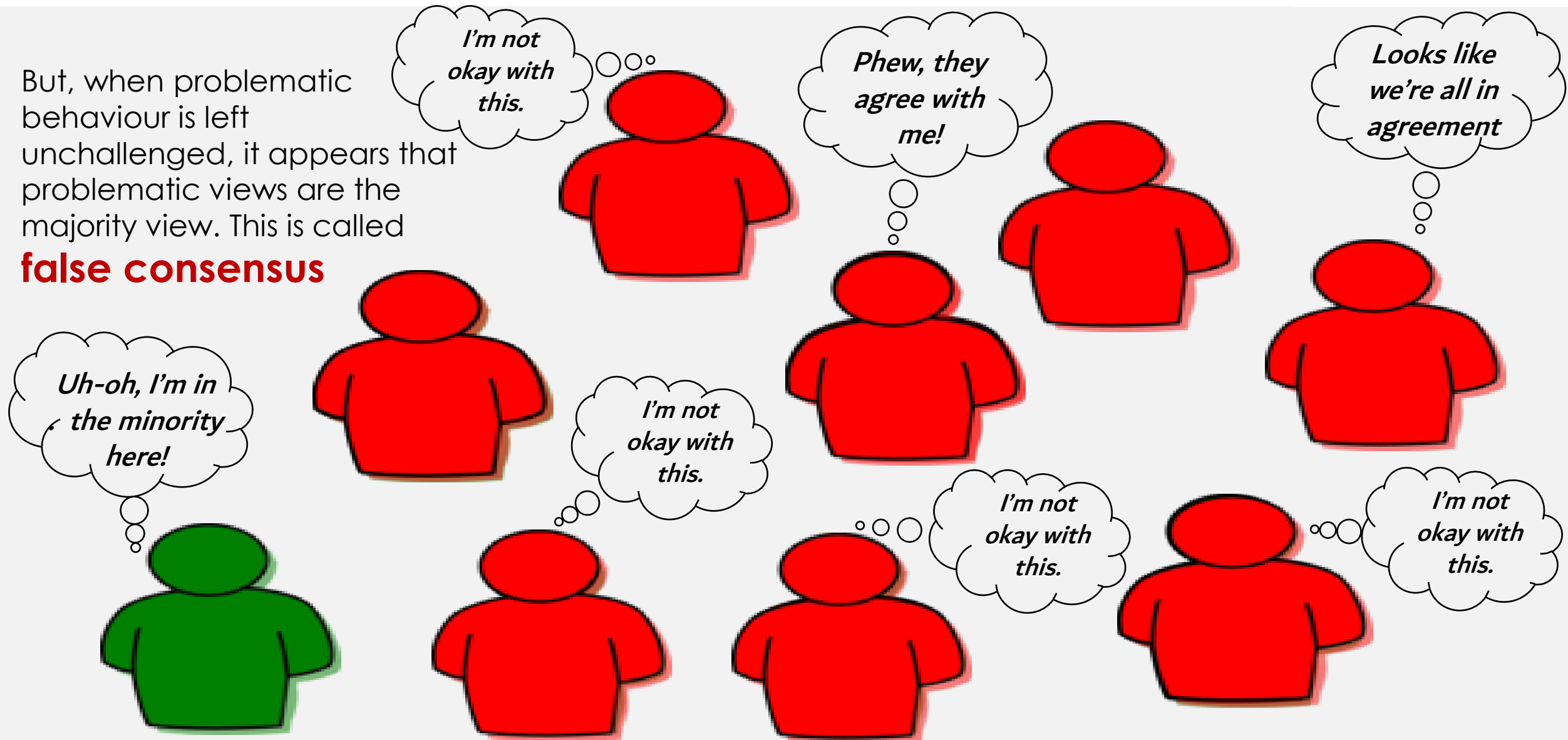


(Adapted from Berkowitz, A. (2009) *Response Ability: A Complete Guide to Bystander Intervention*, Beck & Co., p.18)

Where we are now:
healthy and positive
behaviour is in the
majority.

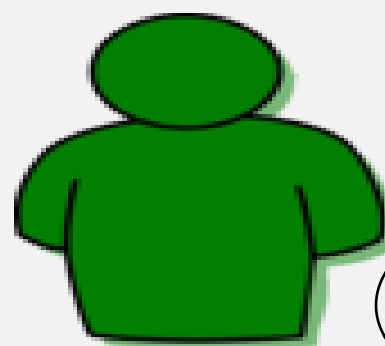


But, when problematic behaviour is left unchallenged, it appears that problematic views are the majority view. This is called **false consensus**



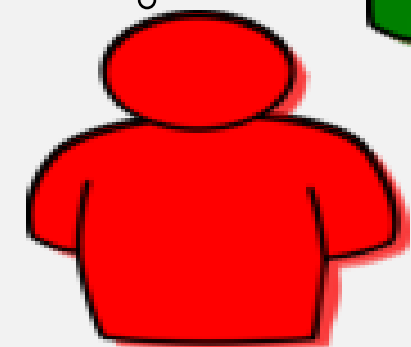
Where we want to be:
healthy and positive
behaviour is the norm
**and is perceived to be
the norm.**

*I'm glad
someone said
something*

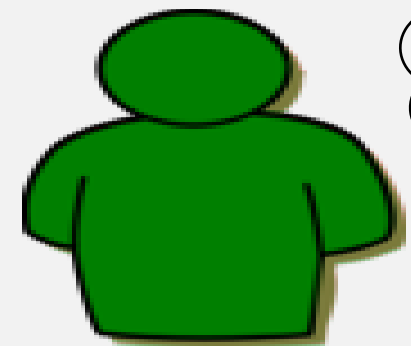
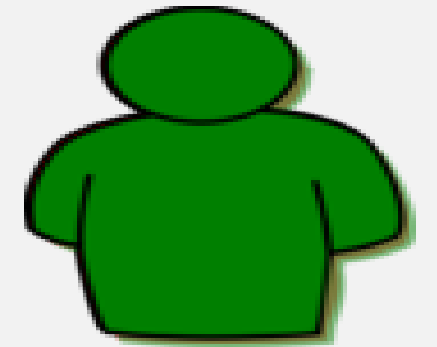
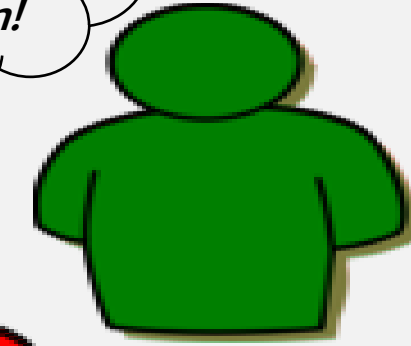
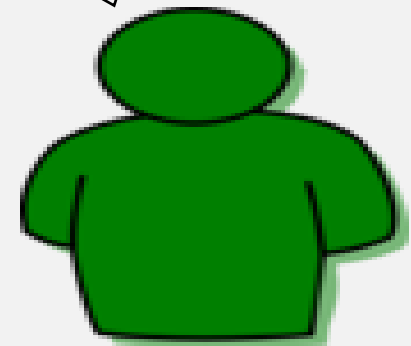
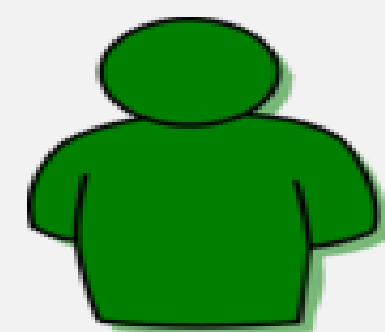
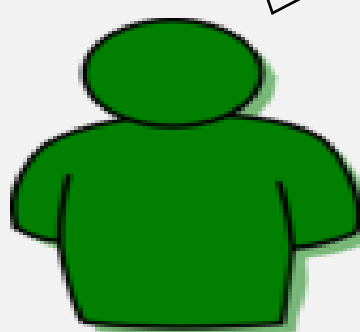
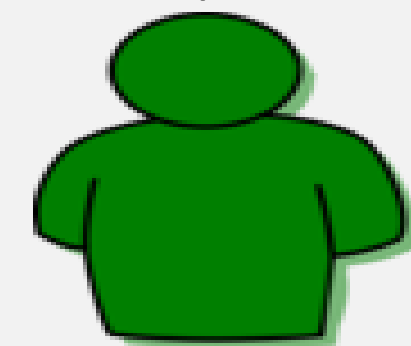


*Leave it out,
mate*

*Eeek! I wont
be doing
that again!*

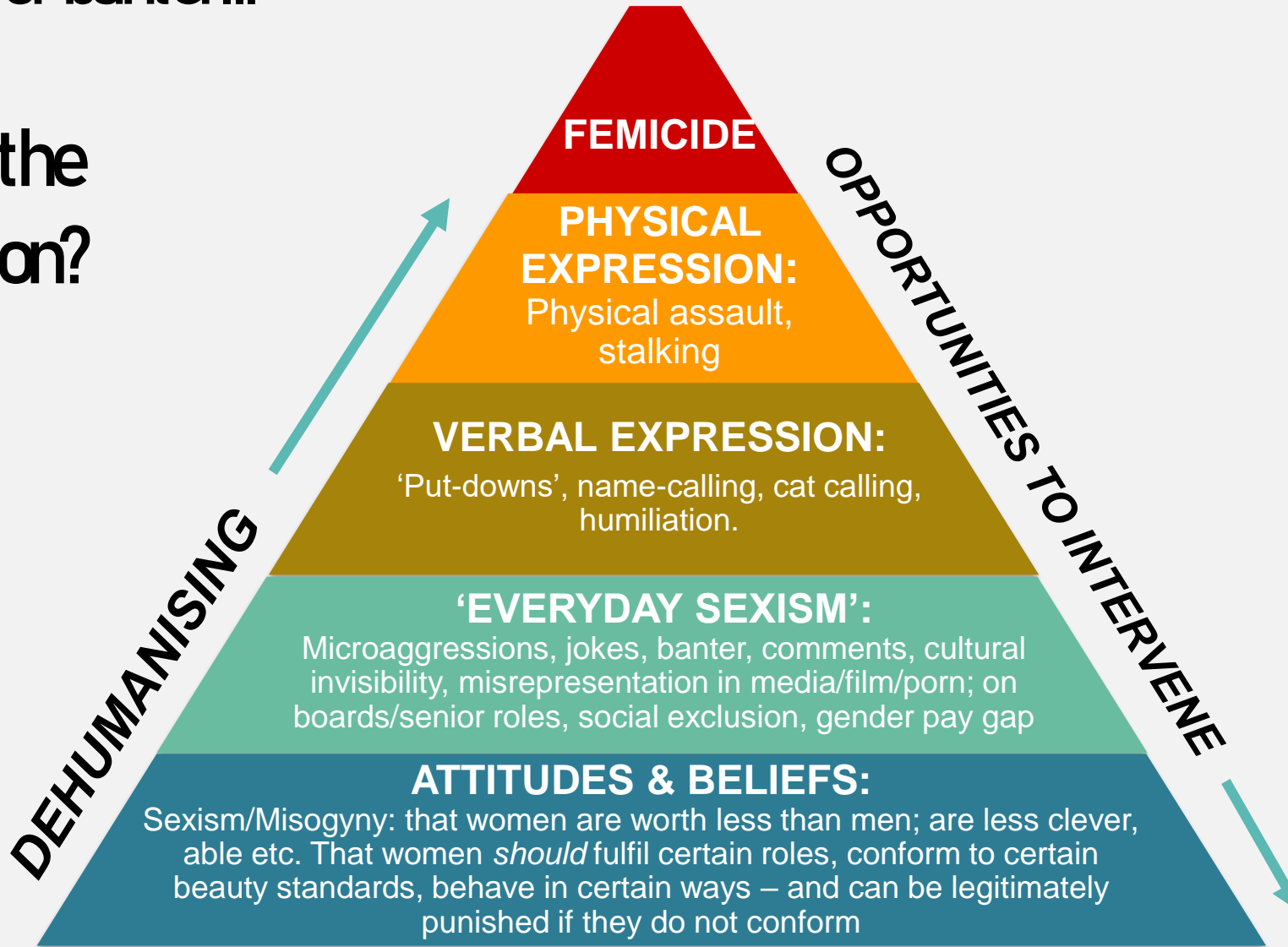


*Yeah, that's
out of order*



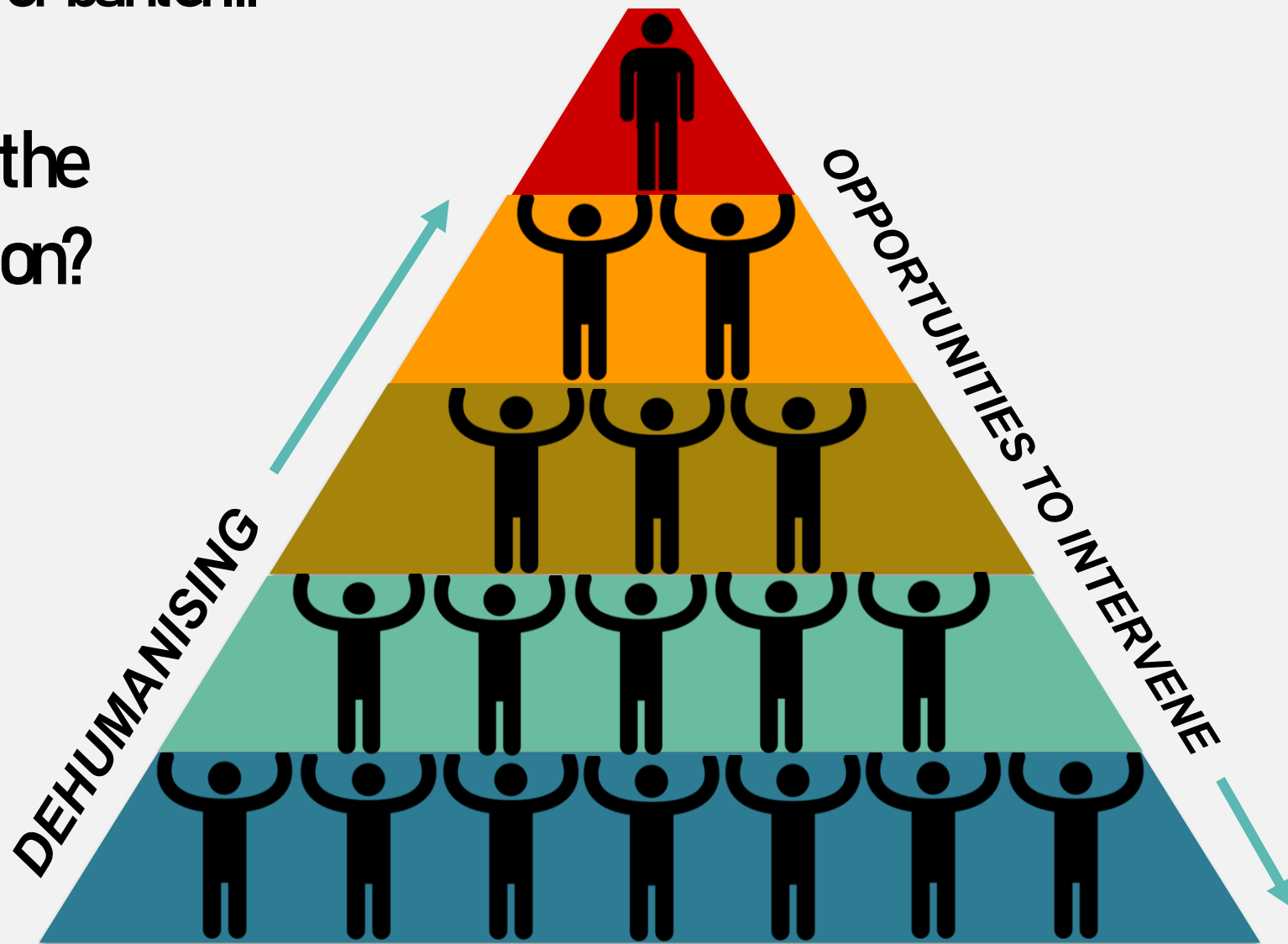
Just a bit of banter...

...what's the connection?



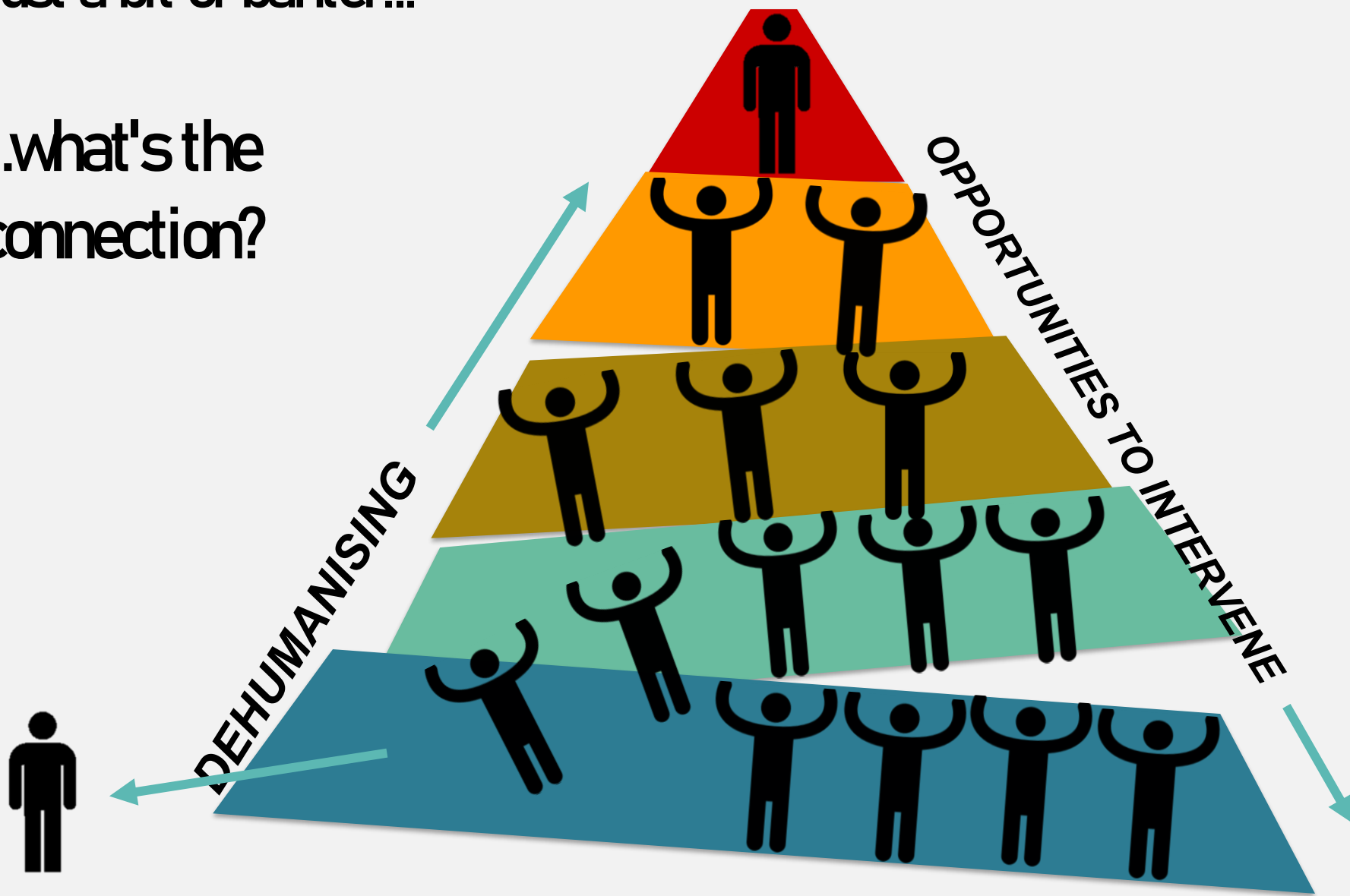
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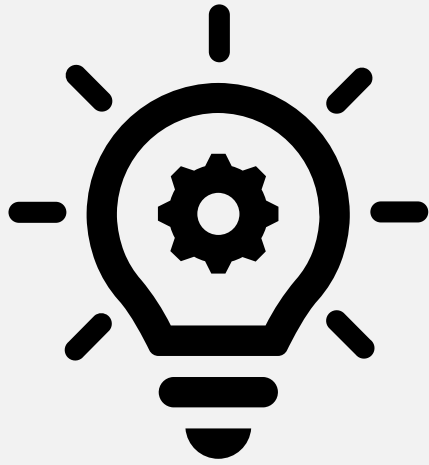
...what's the connection?



Just a bit of banter...

...what's the connection?





From our experience of facilitating with young men:

Understanding that they themselves may not perpetrate behaviours at the middle to top of triangle such as groping, rape etc BUT their 'banter' / attitudes at the bottom of the triangle is **SHORING UP** those that do is **a critical learning point**

SO, DOES IT **WORK?**



AIMS: TO CHANGE..

- Attitudes & Beliefs
 - Recognition of abuse/problematic behaviours
- Intention to help/intervene.
 - Skills/Competencies
- Own behaviour
- Bystander behaviour
- Perpetration/Victimisation

PROMISING EVIDENCE

School Level Interventions

- Coaching Boys Into Men (Sports team-focused, Dating violence)
 - + intention to intervene, positive bystander behaviour and recognition abuse
- Safe Dates (Dating violence awareness and impact)
 - + SV & DV inc. Psch V self-reported prevalence in comparison to the control. At 1y follow-up victimisation and perpetration were lower than the control.
- Shifting Boundaries (Sexual harassment, relationships, bystander behaviours)
 - + SV victimisation & perpetration in comparison to the control. Classroom sessions alone were not effective.

University Level Interventions

- Bringing in the Bystander
 - + Attitudes and beliefs, efficacy/confidence, responsibility and intention to intervene. Promising results on perpetration.
- Green Dot (Bystander)
 - + Attitudes and beliefs (IRMA). Victimisation and perpetration were lower in intervention.
- Mentors in Violence Programme (MVP)
 - + Bystander efficacy, attitudes and beliefs.
- The Intervention Initiative (UK)
 - + Attitudes and beliefs (IRMA, DA, Denial)
 - + Efficacy, readiness responsibility and intent.

- **Comprehensive**
 - Addressing DVA a multiple levels e.g. workshops + campaign + staff training
 - Mixed methods: didactic & experiential.
- **Sustained**
 - Brief, one off interventions are ineffective.
- **Compulsory and/or targetted e.g. sports teams.**
- **Working with respected mentors e.g. coaches.**
- **Skilled facilitators.**
- **Gender Transformative Approaches.**

Key Features of Effective Interventions

(in schools and universities)

See: Degue 2014; Fenton et. al. 2016; Flood 2015; Labhardt et. al. 2017; Nation et. al. 2003

OUR WORK: UK SPORTS & COMMUNITY LEVEL



Public Health
England

*Tackling violence and abuse
through bystander intervention*





Programme Design

FORM:

- 6 hours
- Delivered in 3 x 2-hour blocks
- Expert trained facilitators, one male/GNC, one female/GNC
- Co-designed so locally/context relevant
- Evaluated

CONTENT:



Noticing: Sexual/domestic abuse – recognising the signs.



Interpreting as a problem: how micro-behaviours create a conducive culture...



Feeling responsible: participatory activities, group sharing.



Possessing the skills to act: role plays on intervention techniques.

SELF REPORTS:

	Before	After
Confidence to talk to someone who might be in an abusive relationship	67.73%	83.94%
Confidence to report a friend, relative, or colleague after they disclose they have been abusive to their partner	63.48%	76.67%
Confidence to speak up to someone who is swearing at partner	58.13%	82.66%
Confidence to speak up to someone who is making excuses for using physical force in a relationship	81.29%	91.13%

Analysis by Anastasia Kovalenko



INTERVIEWS:

*“In a changing room, someone said something. I said, ‘**That’s too far. Enough of that now,**’ and no one ever made a comment like that throughout the whole day... So I don't think I would have done that without this [the programme]... Knowing that I stepped in and potentially **helped someone**, it really did make my day, and it put a smile on my face for the rest of the day...” 18yo Male participant.*



INTERVIEWS:

*“So if you go past somebody with the ball, you ‘rape’ them. Horrendous. But I’ve played football professionally and semi-professionally from 16, so it becomes normal, but it’s not. It’s a horrendous word. It’s not used in that context, but it’s not right to say. So someone said that at training and I said ‘**Do you know what you’re saying when you say that?**’ And he didn’t, he was like ‘Oh no.’ When I said it to him, he was horrified. **But it’s not right** and it’s something that maybe I would have pretended I hadn’t heard [before the programme]...” Man, late 30’s*





SELF REPORTS:

ABC Saw Improvements across all key measures after intervention
AND at four-months follow-up:

- Beliefs in DVA Myths
- Willingness to help others
- Knowledge in DVA law
- Confidence to take action
- Bystander behaviours



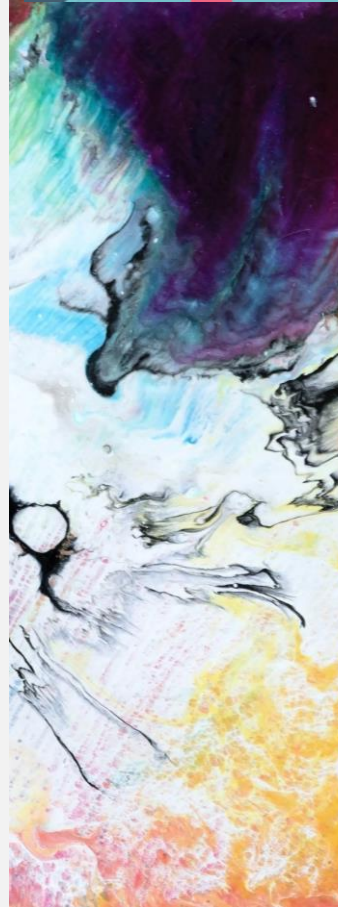
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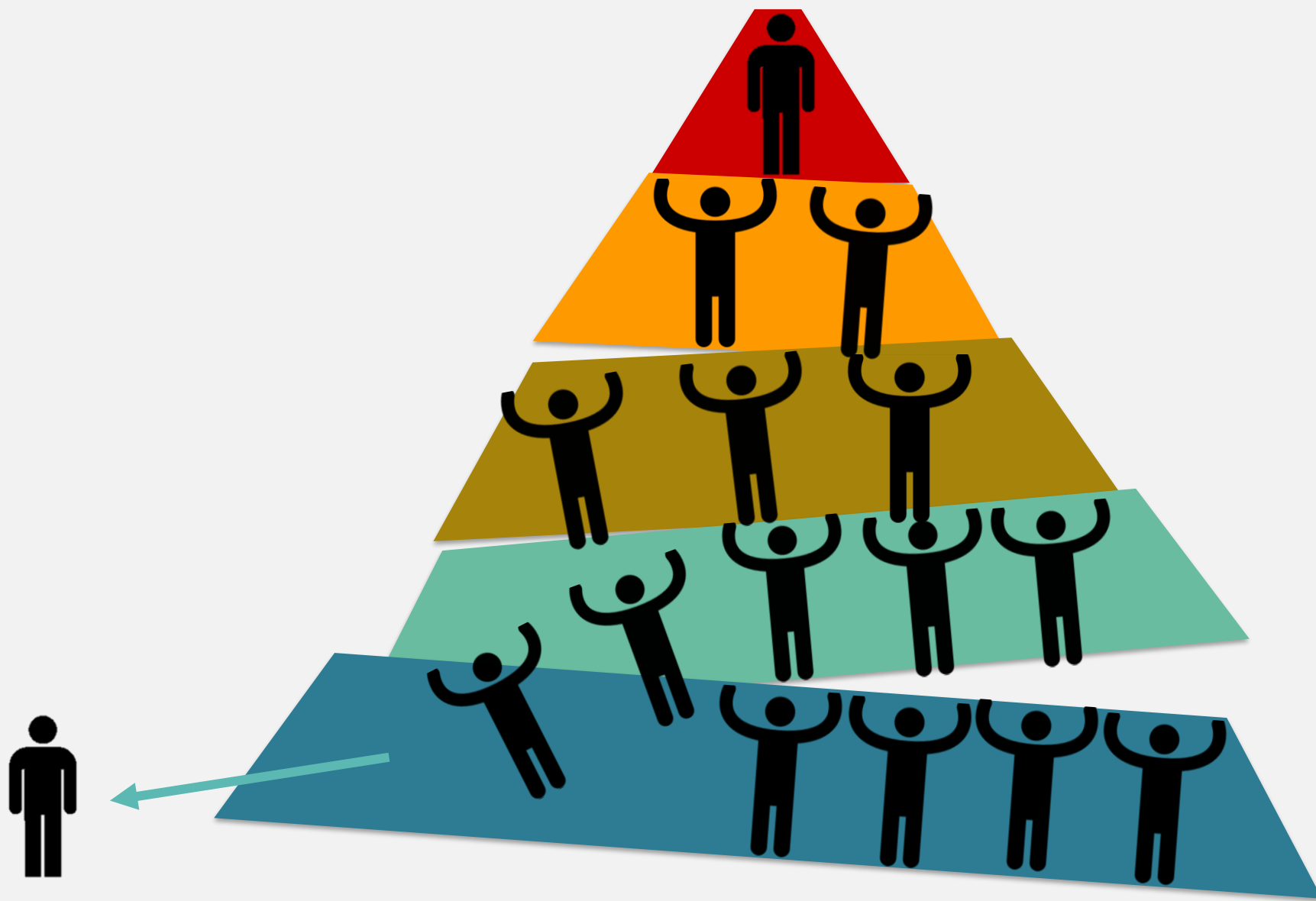
*“I’ve found myself doing small things and being less shy. Last week, I openly challenged a sexist joke I read on Facebook, in a non-abusive way. I found the courage to voice my ideas, ideas that previously I was able to share with friends and family, but never with strangers on social media, and I did it in spite of how scared I was of the possible reactions. **I just knew that challenging certain behaviours could make the difference, that we can tackle big problems by performing small acts, and therefore could not keep silent**”. [Female, 31yrs].*



INTERVIEWS:

*“One of the things I have told people is the concept of challenging sexism in general settings. **There are people thinking that other people are more sexist than you are whilst in reality they probably aren’t....I think social norms was the main thing I learned from it**”. [Male, 65yrs]*





CHALLENGES AND TENSIONS

- Undoing vs. rebuilding masculinity
- Anti-violence vs. anti-oppression/patriarchy
- Self-reflection vs. responsibility for systemic change.
- 'Good' v.s. 'Bad' men
- Accountability to women's organisations

QUESTIONS



THANK YOU

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