

Working with Men and Boys for Social Justice Assessment Tool

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CRIS
Centre for Resilient
and Inclusive Societies



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EDUCATIONAL IMPACT



We gratefully acknowledge the Traditional Owners of the various lands on which we meet and their custodianship of this Country known as Australia.

This project was conducted on Wurundjeri country and I am speaking to you from Wurundjeri country.

We pay respect and gratitude to Elders – past and present – of the lands we live and work on, to their ancestors, and to any Aboriginal and Torres Strait Islander people who may be joining us today.

To build resilient and inclusive societies, we must recognise our history. Sovereignty has never been ceded, and the destruction and violence caused by colonisation are ongoing.

We acknowledge Aboriginal and Torres Strait Islander communities' longstanding contribution to our collective learning, and in building strong, safe and well communities.



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Introductions



Working with Men and Boys for Social Justice Assessment Tool

- Who is the Tool for?
 - Leaders, designers, facilitators, educators of programs for men and boys
- Aims of the Tool
 - Assess & improve social justice capacities of work with men and boys, through
 - Open discussion and critical reflection
- Aim of the workshop
 - To demonstrate how the Tool can be used to promote deep and ongoing reflection about your practice with men and boys

Items/questions selected for reflection

1. Does your program include participants and the community in the development and/or implementation of its activities?
2. Does your program aim to transform rigid gender stereotypes and norms and patriarchal practices and structures?
3. Are teaching and learning processes and activities designed to support and address the emotional discomfort of this work?
4. Do facilitators engage in ongoing critical reflection about their own experiences and relations to gender and other intersections of identity, power, privilege and oppression (including identifying and questioning their own biases)?



Process for group discussion

Three to four 15 minute break out conversations

First break out will be for 20 mins so you can introduce yourselves

Each conversation will centre upon the selected items (with key questions and reflection points provided)

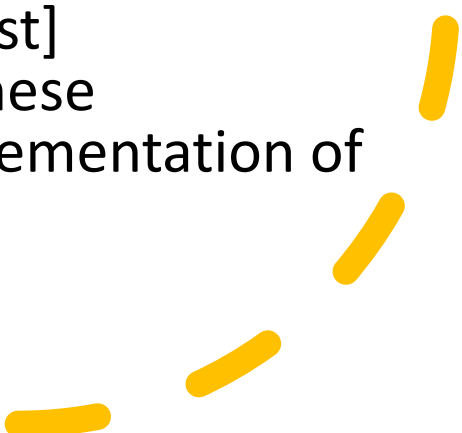
Please nominate a group leader to report back on key issues/practical ideas/challenges (5-10 minutes)

Break out conversation 1:

Does your program include participants and the community in the development and/or implementation of its activities?

Questions: Why is this important? In what ways have you or could you involve participants in the development of your program's activities? What does it look like in practice? What might the benefits be? Do you have any examples?

Reflection points: What might the challenges be in efforts to involve participants? How might your attempts to involve participants reinforce gender stereotypes? (e.g., some attempts to engage boys and men through rap music, popular culture, social media etc., reinscribe rigid gender [racist, ableist] stereotypes). How might you navigate these challenges in the development and implementation of activities?

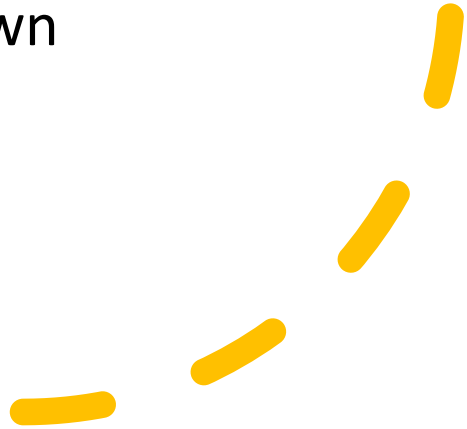


Break out conversation 2:

Does your program aim to transform rigid gender stereotypes and norms and patriarchal practices and structures?

Questions: How do you understand rigid gender stereotypes and patriarchal practices and structures? How do you challenge them in your programming or facilitation? What does it look like in practice?

Reflection points: What needs to happen before you can challenge gender stereotypes in your program? How might your attempts to challenge gender stereotypes incite resistance or shut down conversations?




Break out conversation 3:

Are teaching and learning processes and activities designed to support and address the emotional discomfort of this work?

Questions: What are your experiences of the emotional discomfort of working with men and boys in the areas of social/gender justice? What happened to create this discomfort? How did you respond to it?

Reflection points: How might your response have opened up or closed down the conversation? What conditions and relationships are necessary to enable critical conversations that promote critical self reflection? Relationships? Gender of the facilitator? Context? Type of program?

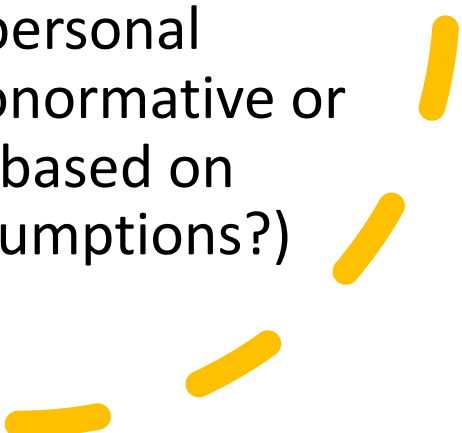


Break out conversation 4:

Do facilitators engage in ongoing critical reflection about their own experiences and relations to gender and other intersections of identity, power, privilege and oppression (including identifying and questioning their own biases)?

Questions: How are you supported (in your program or external to your program) to engage in critical reflection about your work with boys and men? How do you prioritise your own accountability for development? What does this look like in practice? When has this critical reflection been useful in working with men and boys? Can you share an example?

Reflection points: How has critical self-reflection supported a greater awareness of your personal biases (e.g., relating to gendered, heteronormative or homophobic assumptions, assumptions based on class/socio-economic status or racial assumptions?)



Debrief and reflection

- What has today felt like for you?
- In some ways it might have mirrored what a session might feel like for a participant in this work? It might be useful to note where you may have been challenged, confused or dismissive ...
- What key reflections or actions might you take away to support your work in this space?

