



Evaluating the impact of the Victorian Modelling Respect and Equality (MoRE) Schools Pilot

Jesuit Social Services

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Contents

| | |
|--|----|
| Acknowledgements | i |
| Executive summary | 3 |
| The Victorian Modelling Respect and Equality (MoRE) Schools Pilot and this evaluation | 3 |
| Findings | 4 |
| What next? | 8 |
| 1 Introduction and background | 9 |
| 1.1 Preventing family violence | 9 |
| 1.2 Victoria's work in preventing family violence | 11 |
| 1.3 The Men's Project | 13 |
| 1.4 (Unpacking) The Man Box | 14 |
| 1.5 How to read this report | 15 |
| 2 Victorian Modelling Respect and Equality (MoRE) Schools Pilot | 17 |
| 2.1 Purpose of the Victorian MoRE Schools Pilot | 17 |
| 2.2 Anticipated outcomes | 17 |
| 2.3 Structure of the pilot program | 18 |
| 3 Roll out of the Victorian MoRE Schools Pilot in 2022-23 | 21 |
| 3.1 Delivery timeline | 21 |
| 3.2 The Department of Education and Respectful Relationships workforce engagement with the pilot | 21 |
| 3.3 School engagement with the pilot | 22 |
| 3.4 Impact of COVID-19 and other external factors | 23 |
| 3.5 Iterative development of the pilot | 24 |
| 4 Evaluation framework | 25 |
| 4.1 Purpose of the evaluation | 25 |
| 4.2 The ADKAR model of change management | 27 |
| 4.3 Contextual implications for the evaluation approach | 27 |
| 4.4 Approach to this evaluation | 28 |
| 4.5 Limitations of this evaluation | 31 |
| 5 Implementation | 32 |
| 5.1 What are the enabling conditions and barriers to program implementation? | 32 |
| 6 Participation | 37 |
| 6.1 Who are the MoRE champions being nominated by schools? | 37 |
| 6.2 What factors influenced MoRE champions' participation? | 42 |
| 6.3 How has the training been received by the schools? | 44 |
| 7 Early outcomes | 51 |
| Theory of Change: considering early outcomes and impact | 51 |
| 7.1 What impact does the program have on staff who attend Unpacking The Man Box workshops? | 52 |
| 7.2 What impact does the program have on MoRE champions? | 58 |
| 7.3 How does the program support MoRE champions to take action to challenge unhealthy masculinities/promote healthier identities, and in which contexts? | 63 |

| | | |
|-----|---|----|
| 7.4 | How does the program contribute towards embedding the whole-school approach to Respectful Relationships? | 66 |
| 8 | The future of the MoRE program | 71 |
| 8.1 | Learnings already in practice via iterative development of the pilot | 71 |
| 8.2 | Implications of the pilot and evaluation for the MoRE program in schools | 71 |
| 8.3 | Considerations for the MoRE Program | 72 |
| 8.4 | Implications of the pilot and evaluation for other programs working to prevent family violence by challenging unhealthy masculinities | 75 |
| | Limitation of our work | 77 |

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Acronyms and definitions

| Acronym | Full name |
|---------------------------------|--|
| Healthy/Healthier Masculinities | Expressions of masculinity which are gender equitable, diverse, not unique to men and boys, and healthy for men and boys themselves. Often referred to in this document as “healthier identities”. |
| HMLC | Healthier Masculinities Learning Community |
| MoRE | Modelling Respect and Equality |
| UMB | Unpacking the Man Box |

A note on gender in this report

We acknowledge the binary nature of discussing gendered norms and their impacts through the use of “men and women” and phrases like the ‘Man Box’ or The Men’s Project. Gender is much more diverse than this and does not exist in simple binary categories. However, the social construct of a gender binary shapes Australian society and the experiences of all genders. This report therefore refers to this construct throughout.


The Modelling Respect and Equality (MoRE) Victorian Schools Pilot

Delivered by The Men's Project | Evaluated by Deloitte Access Economics

The problem

1 in 4 women in Australia experience **physical or sexual violence** by an intimate partner or family member at some point in their life from the age of 15*

Unhealthy views of masculinity can manifest as violence in situations where men are traditionally encouraged to reassert dominance and control. To **prevent family violence** we need to challenge and change these attitudes



How do we design and deliver programs that encourage healthy conceptions of gender and relationships, particularly as these attitudes are being developed in the minds of our young people?

The pilot

The Men's Project developed the Modelling Respect and Equality (MoRE) Victorian Schools Pilot to:

- 1) **deepen understanding of the link between supporting healthier masculinities and the prevention of violence against women, and**
- 2) **further embed a whole school approach to Respectful Relationships.**

The pilot uses 4 phases (below) to raise awareness of unhealthy masculinities and their links to gendered violence and support schools to promote healthier masculinities.

58 schools across Victoria have participated in the pilot.

Pilot roll out



Phase 1: Partnership building and onboarding
Scheduling workshops and building relationships with schools



Phase 2: Unpacking the Man Box workshops
3 x 1 hour workshops raising awareness for all school staff



Phase 3: MoRE two-day training
2 day intensive workshop for selected 'MoRE Champions', focused on personal reflection and growth, and actions




Phase 4: Healthier Masculinities Learning Community (HMLC)
6 months of ongoing support for MoRE Champions

The findings

The program builds knowledge about the **links between unhealthy masculinities and violence against women** and equips schools to challenge unhealthy masculinities

72% Unpacking the Man Box participants agreed that the phase 2 workshops **deepened their understanding** of the link between supporting healthier masculinities and preventing of violence against women.

2 out of 3 MoRE Champions **intended to make change in their school culture** and environment



MoRE Champions who completed all phases of the pilot

99% The program creates a **shared language and framework** for school staff to be able to conceptualise the 'Man Box' as part of the whole school approach

This shared language supported **increased confidence to challenge unhealthy masculinities** at school, and Phase 3 supported MoRE champions to challenge not only students, but also their colleagues.

The next steps

The pilot has shown that working with **large** groups to raise awareness, alongside **intensive work** with selected champions, can lead to greater understanding of the links between unhealthy masculinities and family violence, and confidence to challenge unhealthy masculinities at an organisation level. This implies that other organisations and communities may benefit from using these findings to deliver **similar programs in other contexts.**

The next steps for the MoRE pilot are **considering methods to refine, grow and embed** the program in Victorian schools, to have a greater impact.

"The training was not only interactive but informative giving participants the opportunity to learn, express and voice their ideas and opinions in a safe and non judgmental environment. Would highly recommend this training for other schools no matter what their entry level."

*Australian Bureau of Statistics, *Personal Safety Survey, 2021-22*

Executive summary

People's conceptions of what it means to be, or behave as, a woman or a man become established in their early years. Home, school, and community settings, as well as external stimuli such as social media, shape individuals' views around gender as they grow up, often in unconscious ways. As such, these settings are critical to encouraging, or discouraging, healthy views of gender and masculinity, for example views on gender roles in a household or on the way 'real' men should express themselves.

Healthy views of gender matter because they manifest in people's behaviour and actions, and significantly impact the lives of both women and men. Societal views of gender often dictate that people 'should' be or act a certain way to align with expectations and not be penalised or punished, for example socially. These visible and 'invisible' restrictions on people's actions can be harmful to themselves and others.

For example, Unpacking the Man Box research by Jesuit Social Services shows that men in the 'Man Box' – those with rigid views of masculinity – are 1.4 times more likely to drink heavily, 3.5 times more likely to be in a traffic accident, 2.0 times more likely to have had thoughts of suicide in the last two weeks and 6.6 times more likely to make sexual comments to women or girls they do not know in a public place.¹ They are also more likely to perpetrate verbal, online or physical bullying, and experience verbal and physical bullying.

The relationship between unhealthy attitudes of gender and family violence is particularly potent and alarming. The assigned power that comes with stereotypical masculine norms can manifest as violence in situations where men are traditionally encouraged to reassert dominance and control. In Australia, this has led to a concerning level of family violence, with one woman murdered each week as a result of family violence.²

In this context, Australia is tackling a significant problem when it comes to gender equity: how do we design and deliver programs that encourage healthy conceptions of gender and relationships, particularly as these attitudes are being developed in the minds of our young people?

The Victorian Modelling Respect and Equality (MoRE) Schools Pilot and this evaluation

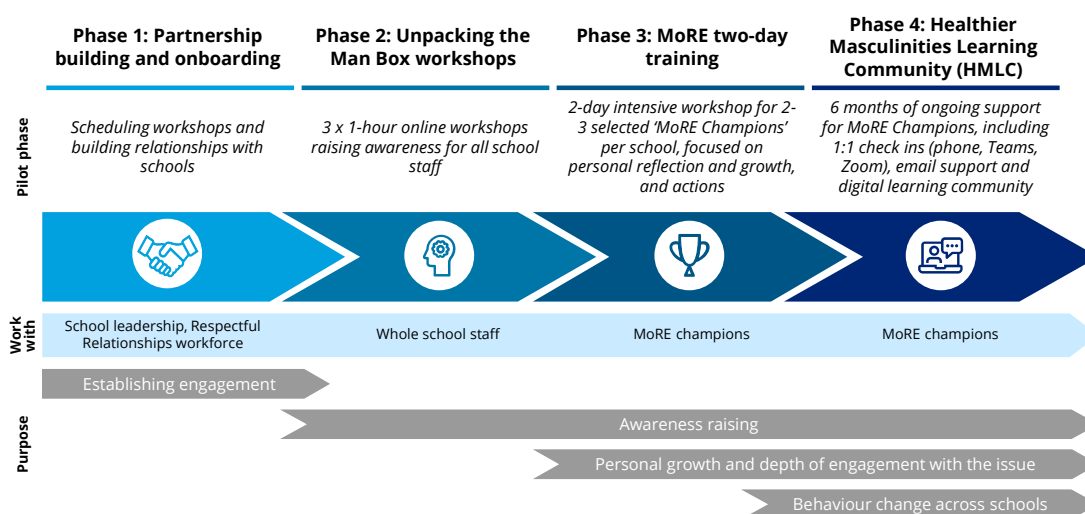
To address this challenge head-on, The Men's Project team at Jesuit Social Services developed the Unpacking the Man Box initiative, a series of awareness raising workshops that are delivered (and tailored) to a wide range of audiences including workplaces across government, private industry, public and community sectors, as well as to schools, community groups and other settings. The Men's Project team also developed the Modelling Respect and Equality (MoRE) program, a two-day intensive training that supports participants to build their skills and confidence to take actions and implement changes in their community or setting. In 2022, The Men's Project combined their core initiatives to create the Victorian MoRE Schools Pilot to complement and support the existing Respectful Relationships curriculum that has been taught in primary and secondary settings in Victoria since 2015.

The structure of the program is depicted in Figure i, reflecting four key phases of implementation: engagement with the Respectful Relationships workforce and schools, whole school Unpacking the Man Box (UMB) workshop series, two-day intensive MoRE training for 2 to 3 staff members selected as MoRE champions, and a Healthier Masculinities Learning Community (HMLC) to connect MoRE champions across schools in their area.

¹ The Men's Project, Flood, M 2018, *The Man Box: A study on being a young man in Australia*, Jesuit Social Services: Melbourne.

² 'Quick facts', *Our Watch* (2023) <<https://www.ourwatch.org.au/quick-facts/>>.

Figure i: Victorian MoRE Schools Pilot structure



Source: Deloitte Access Economics (2023).

The objective of the pilot was two-fold:

1. to deepen understanding of the link between supporting healthier masculinities and the prevention of family violence
2. to further embed a whole-school approach to Respectful Relationships.

Specifically, the first 12 months of implementation targeted the attitudes, behaviours, and practice of school staff as they relate to promoting healthier masculinities throughout their school. As an early phase pilot, it was designed as a staged roll-out such that it could continuously evolve.³ Importantly, and in line with other gender transformative programs, the pilot was intended to act as a prevention program for family violence and other social harms in the longer term, through the influence teachers and school staff have on students' conceptions of masculinities.

Deloitte Access Economics was engaged by Jesuit Social Services to evaluate the pilot across three key domains: 1) implementation, 2) participation and 3) early outcomes, and consider how the next iteration of the pilot might be improved. The evaluation was guided by a number of research questions under each domain, and [informed by](#) stakeholder interviews, five surveys, and program data and documentation. This evaluation received ethics approval by both Jesuit Social Services' (JSS20220701) and the Department of Education (2022_004650).

Findings

Overall, the pilot was well received by schools, implemented responsively and effectively within the Respectful Relationships initiative, and built teachers' knowledge about the links between healthier masculinities and family violence, equipping schools to challenge unhealthy masculinities more broadly.

Finding 1: The pilot was useful and acceptable to schools. Most school leaders surveyed (82%) believed the pilot was 'suitable and fitting', and 64% agreed there was clear value in participating in the pilot. Schools viewed the pilot as complementary to the Respectful Relationships initiative, strengthening their approach to challenging attitudes and biases related to gender norms. While motivations to participate in the pilot varied, the majority of participants (67% of UMB participants, 99% of MoRE champions and 77% of HMLC participants), would recommend the program to colleagues and schools considering how to further their skills in promoting healthier masculinities.

³ The provision of resources such as teaching plans and other tangible materials was out of scope for the Victorian MoRE School pilot.

“The training was not only interactive but informative giving participants the opportunity to learn, express and voice their ideas and opinions in a safe and non-judgmental environment. Would highly recommend this training for other schools no matter what their entry level.” – MoRE champion

Key findings | Rollout and implementation

Finding 2: The pilot originally aimed to engage up to 100 schools across 10 cohorts of Respectful Relationships schools as identified by the Respectful Relationships workforce. At the time of the evaluation, a total of 58 schools from across 10 cohorts, as identified by the Respectful Relationships workforce, were engaged in the pilot. Of these, 39 schools had completed the pilot, and 19 schools were in the process of completing Phase 4. In total, there were 3,383 school staff attendances at the UMB workshops (Phase 2), 163 MoRE champions had completed the two-day MoRE training (Phase 3), and 46 MoRE champions had completed the HMLCs (Phase 4). Participation was impacted largely by contextual factors, including: 1) periods of crisis such as the COVID-19 pandemic and flooding in regional Victoria, 2) education workforce capacity, and 3) pilot design, including timing and process issues related to the Expression of Interest period.

Finding 3: The alignment of the pilot with the existing Respectful Relationships initiative was a key enabler to implementation of the pilot, and strengthened the embedding of a whole-school approach. Many of the Respectful Relationships workforce strengthened their relationships with schools in their area, playing a key role in recruiting and following-up schools throughout the pilot. Ultimately, the pilot helped school staff to engage with the Respectful Relationships curriculum, workforce, and embed the whole-school approach through shared language and frameworks, and motivation for teachers.

Finding 4: Like most school professional development programs, enthusiastic and committed staff and leadership were critical for buy-in, participation, engagement, and reinforcement of the pilot. Schools self-nominated into the pilot due to existing motivations and strong interest in the topic, and had already begun their Respectful Relationships journey. More senior participants also had higher overall confidence and intention to challenge behaviours before the training. This pre-existing motivation, and level of confidence and intention, is important when considering any scaling of the pilot outside of Respectful Relationships schools. Scaling this program to the state level would require more investment in setup time to ensure school readiness, especially for schools at the start of their Respectful Relationships journey.

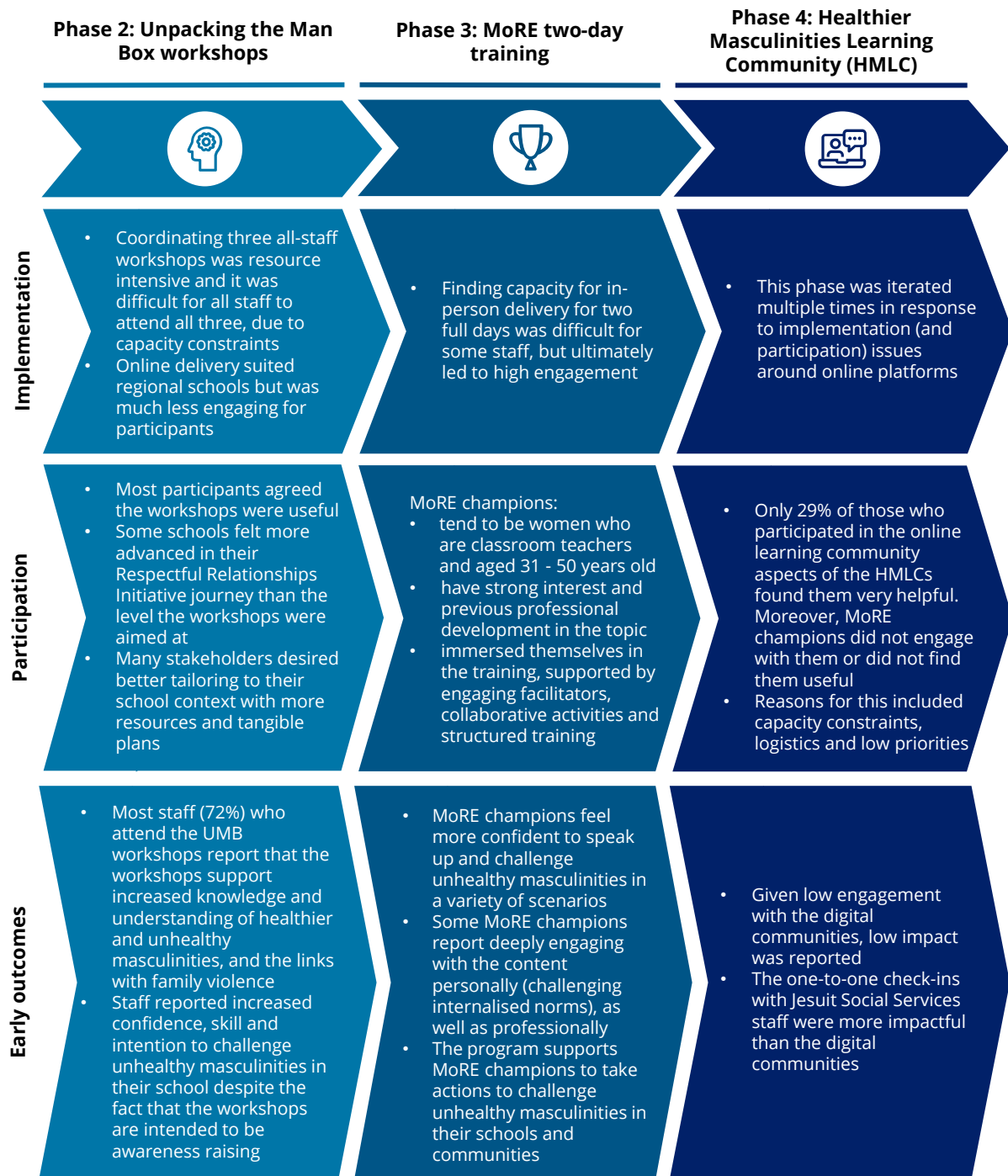
Finding 5: Flexibility in delivery was an enabler for school participation in the pilot. The pilot was iteratively developed, such that insights gleaned during roll-out led to changes in the design and delivery of the pilot. For example, the Healthier Masculinities Learning Community shifted from a digital community of practice on a Webex platform, to direct phone check-ins with The Men’s Project delivery team as well as a digital community of practice on a Zoom platform. The iterative design was a strength of the pilot as clear difficulties with implementation could be resolved and tested throughout roll-out.

Finding 6: School capacity and resourcing has been a consistent issue across all phases of the pilot. Beyond ongoing teaching supply issues in Victoria, the pilot was influenced by additional factors such as a lack of casual relief teaching staff. This influenced recruitment into and withdrawal out of the program, but also participation and engagement with each of the phases. However, despite capacity constraints, schools still showed an appetite to engage with the pilot, and many prioritised the program.

Key findings | Engagement for each phase of the pilot

Finding 7: There were clear differences in the implementation, participation, and early outcomes of the different phases of the pilot. While more intensive and requiring in-person attendance, the Phase 3 MoRE training was most well received according to participants, due to its engaging nature. It also had the greatest impact, including in translating knowledge into actions. 64% of participants agreed that the Phase 2 UMB workshops were worthwhile, compared to 90% of participants who agreed the Phase 3 MoRE training was worthwhile, and 77% of participants who agreed Phase 4 HMLC was worthwhile. A summary of findings related to the implementation, participation and early outcomes of each phase is provided in the figure below.

Figure ii: Implementation, participation, and early outcomes across three key phases



Source: Deloitte Access Economics (2023).

Key findings | Early outcomes and implications for gender transformative programs

Finding 8: There is good evidence that some participants took gender transformative action, to deepen their school's commitment to gender equality and family violence prevention. There are many great examples of MoRE champions taking tangible actions in their schools due to the pilot, such as implementing small group sessions for students, or a MoRE football group. Importantly however, the pilot's impact was often articulated through smaller-scale actions, rather than specific action plans. A key example of this is that the program creates a shared language for school staff to be able to conceptualise 'the Man Box', and to frame student behaviours. This is in line with best practice gender transformative programs, where impacts are not just defined as actions, but changes in the way practitioners challenge their own biases and engage with others on topics related to gender. Further, the pilot provided some schools with a framework to shift their focus from intervention to preventative work with younger students.

Finding 9: The focus on masculinities and its impact on wellbeing and use of family violence was considered to be a key strength of the program, encouraging engagement from school staff and students, as well as families and communities. Resistance to the content was perceived to be lower than other family violence prevention programs, due to the clear focus on the Man Box not only resulting in family violence, but also harming men and boys by restricting their capacity to be their authentic selves. This finding is supported by the high proportion of men MoRE participants (33% of MoRE champions identified as a man, compared to only 24% of the Victorian teacher workforce). While it may seem counter to the ultimate objective of preventing family violence and gender inequity more broadly, specifically engaging men and boys has been proven to be an enabler to the engagement with and impact of gender transformative programs, as long as attention to women's voices and the impact of such violence and inequity on women is fostered within the program.⁴

Finding 10: While the pilot's focus on masculinities was successful in recruiting a relatively high proportion of men, two-thirds (67%) of MoRE champions in leadership positions are women, compared to 56% for Victorian school principals. Women MoRE champions reported greater increases in their knowledge of healthier masculinities than men MoRE champions. This aligns with women typically driving change to achieve gender equity, and their efforts to engage their schools in this kind of training should not be understated.

Finding 11: Reinforcement of any professional development training in schools is challenging, and this reality is amplified in a program like the pilot that is seeking to shift attitudes and challenge biases related to gender norms. Several key barriers were evident. While many schools created action plans and/or expressed strong desire to act on learnings from the training, barriers such as school capacity and resourcing, as well as competing priorities for leadership and staff, restricted the ability for insights to be actioned. Low engagement in the HMLCs, irrespective of implementation challenges, are clear evidence of this. The Men's Project's iterative approach to implementing the pilot allowed them to adapt to these issues and better support champions. However, despite being out of scope for this pilot, requests for more tangible resources remain an important consideration for the next iteration of the pilot, and any similar program that is aiming to shape participants' perceptions and attitudes with a longer-term view to encourage changes in behaviour. Follow-up engagement is crucial to embedding a whole-school approach, and learnings from this pilot also need to consider school capacity constraints.

⁴ Flood, M 2015, 'Work with men to end violence against women: a critical stocktake', *Culture, health & sexuality*, 17(sup2): S159-S176; The Men's Project, Flood, M 2018, *The Man Box: A study on being a young man in Australia*, Jesuit Social Services: Melbourne; Elliott, K, Roberts, S, Ralph, B, et al. 2022, *Evaluating programs aimed at gender transformative work with men and boys: a multicohort, cross-sector investigation*, Melbourne, The Victorian Health Promotion Foundation; Waling, A 2019, 'Problematising 'Toxic' and 'Healthy' Masculinity for Addressing Gender Inequalities', *Australian Feminist Studies*, 34(101): 362-375.

What next?

The evaluation finds that the Victorian MoRE Schools program is a valuable addition in supporting schools to deepen their understanding of the link between healthier masculinities and the prevention of family violence, and further embed a Respectful Relationships whole-school approach. The iterative nature of the pilot, supported by the formative findings in this evaluation mean that the program has already evolved. One key iteration has been the revision of the HMLC format and content towards direct check-ins with The Men's Project delivery team members to better provide professional support to MoRE champions.

The findings from this evaluation suggest there is benefit from the continued delivery of the MoRE program in schools from The Men's Project team at Jesuit Social Services. It is likely that demand for the program will increase as it becomes better known and as schools' capacity to participate increases, particularly given The Men's Project team and the Respectful Relationships workforce have already received new enquiries for staff and parent workshops from schools located in participating cohort areas that did not participate in the 2022-23 pilot.

Considering further iterations and potential expansions to the pilot, learnings for this evaluation are grouped into three themes:

1. **Refine** – shorter term operational or delivery considerations, such as communicating the findings and outcomes of the pilot to schools, clearly structuring the program around the school year and terms, and updating the content of the program with the latest Man Box research
2. **Grow** – medium term considerations for scaling the pilot and increasing its impact, including offering greater flexibility in the delivery model for UMB workshops and testing a restructuring of the content of the program
3. **Embed** – longer term considerations for sustaining the program in Victorian schools, such as empowering teachers to embed the student voice, and complimenting the whole-school approach with mobilisation across communities (including through community partnerships). Realising long-term, systematic value from this program ultimately hinges on truly embedding it into school business-as-usual activities.

This pilot and evaluation have implications for other programs working to prevent family violence by challenging unhealthy masculinities, and for researchers and practitioners working on gender transformative programs. They have shown that working with large groups to raise awareness, alongside intensive work with selected champions, can lead to greater understanding of the links between unhealthy masculinities and family violence, and confidence to challenge unhealthy masculinities at an organisation level. This suggests that other organisations and communities may benefit from using these findings to deliver similar programs in other contexts. Ultimately, the successful delivery of programs like the Victorian MoRE Schools Pilot in our schools, workplaces and communities is critical to driving the cultural and social shift needed to prevent family violence in Victoria and Australia.

1 Introduction and background

The Men's Project team at Jesuit Social Services was commissioned by the Victorian Department of Education in 2022 to deliver a pilot of The Men's Project programs in Victorian Respectful Relationships schools. The overarching aims of the Victorian MoRE Schools Pilot were to:

- deepen understanding of the link between supporting healthier masculinities and the prevention of family violence
- further embed a whole-school approach to Respectful Relationships.

Jesuit Social Services engaged Deloitte Access Economics to evaluate the pilot, with a focus on understanding the enabling conditions and barriers for implementation of the program, factors which influence participation in the program, and the early outcomes of the program for participants. This report is the final report of the evaluation of the project. It is intended to provide an overview of these findings, and to further build the evidence base for the scaling of gender-transformative programs like the pilot in schools.

This chapter details the background to the pilot including the current state of family violence, and Respectful Relationships in Victorian schools.

1.1 Preventing family violence

People's conceptions of what it means to be, or behave as, a woman or a man become established in their early years. Home, school, and community settings, as well as external stimuli like social media, shape individuals' views around gender as they grow up, often in unconscious ways. As such, these settings are critical to encouraging, or discouraging, healthy views of gender and relationships, for example views on gender roles in a household or on the way men 'should' express themselves.

Healthy views of gender matter because they manifest in people's behaviour and actions, and significantly impact their wellbeing as well as the lives of others. Societal views of gender often dictate that people 'should' be or act a certain way to align with expectations and not be penalised or punished socially. These 'invisible' restrictions on people's actions can be harmful to themselves and others.

For example, Unpacking the Man Box research by The Men's Project shows that men in the 'Man Box' – those with restrictive views of masculinity – are 1.4 times more likely to drink heavily, 3.5 times more likely to get in a traffic accident, 2.0 times more likely to have had thoughts of suicide in the last two weeks and 6.6 times more likely to make sexual comments to women or girls they do not know in a public place.⁵ They are also more likely to perpetrate verbal, online or physical bullying, and experience verbal and physical bullying.

The relationship between restrictive attitudes towards gender and family violence is particularly potent and alarming. The assigned power that comes with unhealthy views of masculinity can manifest as violence in situations where men are traditionally encouraged to reassert dominance and control. In Australia, this has led to a concerning level of family violence, where domestic, sexual, and physical assault against women and children remains devastatingly high. According to the most recent Personal Safety Survey, 27% of Australian women have experienced physical or sexual violence by an intimate partner or family member at some point in their life since the age of 15.⁶ Attitudes about violence, 'masculinity' and damaging gender stereotypes that underpin these statistics are changing too slowly.

⁵ The Men's Project, Flood, M 2018, *The Man Box: A study on being a young man in Australia*, Jesuit Social Services: Melbourne.

⁶ Australian Bureau of Statistics, *Personal Safety Survey, 2021-22* (15 March 2023) <<https://www.abs.gov.au/statistics/people/crime-and-justice/personal-safety-australia/latest-release#violence>>.

Furthermore, 1 in 5 (21%) Australians believe that family violence is a normal reaction to stress and that sometimes a woman can make a man so angry he hits her without meaning to,⁷ and 1 in 5 Australians think women who say they were abused often make up or exaggerate claims of abuse or rape – with 3 in 10 men holding this view.⁸

Although people of all genders can choose to use family violence, and can be victim survivors of family violence, in Victoria and other jurisdictions, most people who use family violence are men, and most affected family members are women.⁹ Further, those who support gender equality are less likely to hold attitudes supporting traditional gender roles and family violence.¹⁰

Australia is at a tipping point in the movement for gender equality that specifically recognises the damage done to women and children by constructed 'gender norms'. Advances such as the #MeToo movement, public disclosures of sexual violence, and significant investment through the *National Plan to Reduce Violence against Women and Children 2022 – 2032* have brought attention to the issue.

Research has shown that preventing family violence before it starts is critical, to reduce pressure on early intervention and crisis response, and support a society where people are safe, and feel safe, to live, work, learn and play.¹¹ It has also been shown that primary prevention programs (see Figure 1.1) that focus on changing underlying attitudes and behaviours are more effective than purely raising awareness in addressing the drivers of family violence (noting that investment is needed against all tiers of programs depicted in the figure).

The evidence base for how to most successfully deliver primary prevention programs is still growing. One area of emerging interest is community-level strategies and initiatives, where there has been less practice, and as such, less research.¹² Community-level strategies focus on changing elements of society which go beyond individual behaviour change, which Professor Michael Flood describes as 'modifiable characteristics...structural, economics, political, cultural or environmental'.¹³ This can include social norms campaigns, workplace (or school) policies, tackling risk factors, and community mobilisation. Community mobilisation brings stakeholders together and mobilises them to action and advocacy.

In this context of emerging practice and research, Australia is tackling a significant problem when it comes to gender equity: how do we design and deliver programs that encourage healthier conceptions of gender, particularly for our young people?

⁷ Webster, K, Diemer, K, Honey, N, et al. 2018, *Australians' attitudes to violence against women and gender equality. Findings from the 2017 National Community Attitudes towards Violence against Women Survey (NCAS)*.

⁸ Ipsos, *International Women's Day 2022* (March 2022)
<https://www.ipsos.com/sites/default/files/ct/publication/documents/2022-3/Ipsos_International_Women%27s_Day_2022.pdf>.

⁹ Crimes Statistics Agency, *Family Violence Data Portal*, accessed 17 April 2023.

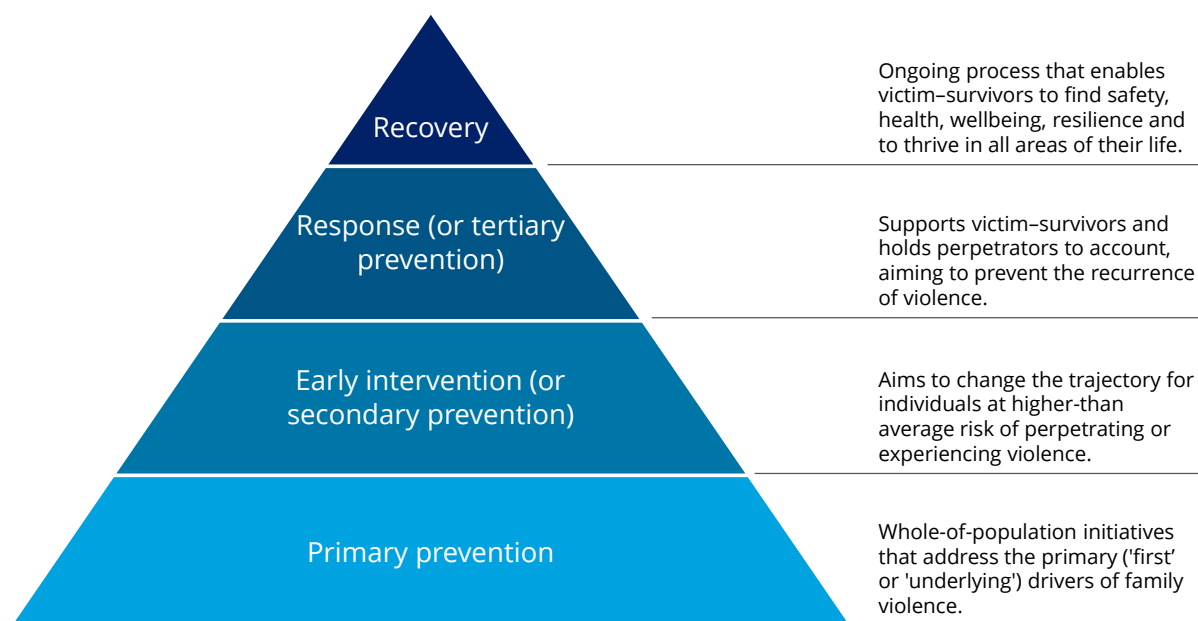
¹⁰ Webster, K, Diemer, K, Honey, N, et al. 2018, *Australians' attitudes to violence against women and gender equality. Findings from the 2017 National Community Attitudes towards Violence against Women Survey (NCAS) (Research report, 03/2018)*, Sydney, NSW: ANROWS.

¹¹ Our Watch 2021, *Change the story: A shared framework for the primary prevention of violence against women in Australia (2nd ed.)*, Our Watch, Melbourne.

¹² Flood, M., (2023) Community-level Prevention: A vital next step in ending domestic and sexual violence. QUT Centre for Justice Briefing Papers, May 2023(37), pp. 1-4, May 2023.

¹³ Ibid

Figure 1.1: Relationship between primary prevention and other work to address family violence



Source: Deloitte Access Economics (2023), adapted from Our Watch.¹⁴

1.2 Victoria's work in preventing family violence

Victoria's strategy to prevent family violence and all forms of violence against women, *Free From Violence*, recognises the importance of primary prevention in broader system reform to end family violence and violence against women.¹⁵ Primary prevention requires a whole-of-community approach and delivery in everyday settings across the whole spectrum of people's lives to generate the level of social and cultural change needed. Education settings for children and young people are key environments in which prevention activity and messages need to occur to effectively reach the whole population and change attitudes related to gender equality, relationships and family violence.¹⁶

1.2.1 Respectful Relationships initiative

Respectful relationships education is a schools-based educational program with a focus on primary prevention of family violence. Policy frameworks concerning the program vary amongst State, Territory and Federal jurisdictions. In 2016, the Royal Commission into Family Violence recommended the introduction of respectful relationships education into every Victorian government school from prep to year 12, delivered through a whole-school approach. In 2017, the Victorian Government commenced implementation of Respectful Relationships in schools based on the 2015-16 Respectful Relationships Education in Schools (RREiS) pilot implemented by Our Watch. Victoria is the only jurisdiction to have mandated, and implemented, respectful relationships education in every government school. Other State and Territory governments including Tasmania and Queensland have developed respectful relationships education curricula to varying degrees.¹⁷

¹⁴ Our Watch 2021, *Change the story: A shared framework for the primary prevention of violence against women in Australia (2nd ed.)*, Our Watch, Melbourne.

¹⁵ Office of Prevention and Women's Equality, Department of Premier and Cabinet, *Free from violence: Victoria's strategy to prevent family violence and all forms of violence against women* (May 2019) <<https://content.vic.gov.au/sites/default/files/2019-05/Free-From-Violence-Victorias-Prevention-Strategy.pdf>>.

¹⁶ Our Watch 2021, *Change the story: A shared framework for the primary prevention of violence against women in Australia (2nd ed.)*, Our Watch, Melbourne.

¹⁷ Pfitzner, N, Ollis, D, Stewart, R, et al. 2022, *Respectful Relationships Education in Australia: National stocktake and gap analysis of Respectful Relationships Education material and resources final report* (September 2022) <<https://www.education.gov.au/student-resilience-and-wellbeing/resources/respectful-relationships-education-australia-final-report>>.

The Respectful Relationships initiative recognises the important role that schools and educators have in embedding a culture of respect and gender equality. The Victorian Curriculum provides the basis for teaching and learning about respectful relationships and identifies the knowledge, skills and understanding for students to be able to engage in respectful relationships. The Department of Education supports schools to deliver this curriculum through the optional *Resilience, Rights and Respectful Relationships* (RRRR) and *Building Respectful Relationships* teaching and learning materials. These resources were developed by education experts and include lesson plans with collaborative learning activities to support students to learn and practice social skills, positively applying them to learning, life and relationships. This is typically taught through the health and physical education, and personal and social capability curriculum. The Respectful Relationships initiative also includes professional learning for early childhood educators, which aims to build the capacity of educators to promote respectful relationships, positive attitudes, and behaviours within their integrated teaching approach.

The Respectful Relationships initiative acknowledges that schools are a workplace, community hub and place of learning, where the whole school community deserves to be respected, valued, and treated equally. As such, it seeks to embed a whole-school approach, encouraging schools to review their existing procedures and culture to ensure they model respectful relationships and gender equality practices across the entire school community. This involves elements of leadership and commitment, school culture and environment, professional learning, teaching, and learning, community partnerships and support for staff and students.¹⁸

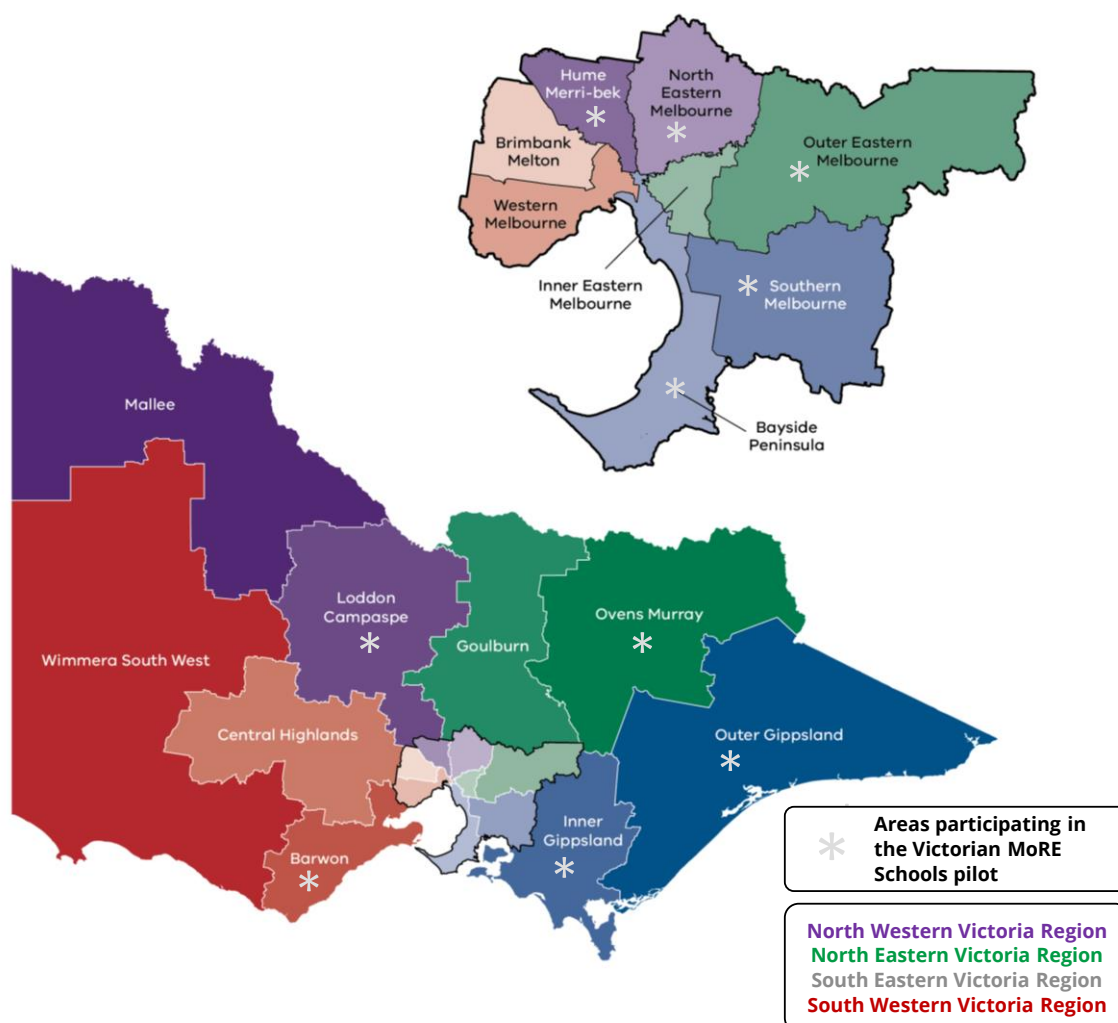
In Victoria, the initiative uses a lead and partner school cluster model, whereby lead schools are funded and resourced to model best practice and support clusters of partner schools. Accompanying the schools is a Respectful Relationships workforce. A central unit in the Department of Education manage state-wide implementation and ongoing sustainability. Additionally, a Respectful Relationships area-based workforce provides on the ground support to schools. This includes a Project Lead who supports schools to implement the whole-school approach and a Liaison Officer who supports schools to identify and respond to family violence. A Project Lead and Liaison Officer are situated in each of the Department of Education's 17 local areas across Victoria (see Figure 1.2). The role of the Respectful Relationships workforce is to support lead and partner schools to implement and embed a Respectful Relationships whole-school approach and support schools to identify and respond to family violence. A central unit in the Department of Education is responsible for state-wide implementation and ongoing sustainability.

An evaluation of Respectful Relationships found that the initiative successfully built capacity among staff to implement a whole-school approach, deliver the curriculum and respond to students reporting family violence.¹⁹ However, the evaluation found that staff needed more support to be confident in delivering topic seven (gender and identity), and topic eight (positive gender relationships) of the RRRR. Recommendations included further supporting schools to embed a sustainable whole-school approach, providing resources to schools to link Respectful Relationships with other wellbeing programs and activities, and access to professional development for staff, including scaffolded development of skills.

¹⁸ 'The development of teaching and learning resources to support the delivery of Respectful Relationships', *University of Melbourne* (n.d) <<https://education.unimelb.edu.au/research/projects/the-development-of-teaching-and-learning-resources-to-support-the-delivery-of-respectful-relationships>>; 'Teach Respectful Relationships', *Department of Education* (09 January 2023) <<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/personal/Pages/respectful-el.aspx>>.

¹⁹ ACIL Allen 2021, *Respectful Relationships Evaluation 2019-21* <<https://www.education.vic.gov.au/Documents/about/programs/rr-phase-2-evaluation-summary.pdf>>.

Figure 1.2: Areas of Victorian Respectful Relationships delivery and those that participated in the pilot



Source: Deloitte Access Economics (2023), adapted from Victorian Department of Education.²⁰




1.3 The Men’s Project

The Men’s Project is a gender justice initiative at Jesuit Social Services. Jesuit Social Services is a “social change organisation working to build a just society where all people can live to their full potential”. The organisation works in some of the most difficult and demanding areas of human services, including crime, addiction, mental illness, suicide bereavement, long-term unemployment and entrenched social disadvantage.

The Men’s Project supports men and boys to challenge their own, and others’, beliefs about gender and the ways it impacts their relationships and life outcomes. They talk to communities and unpack what it means to be a man as one part of pursuing their mission to support boys and men to live respectful, accountable, and fulfilling lives free from violence and other harmful behaviour. They aim to build the capacity of role models to become advocates for respect and equality, by building their knowledge, skills, confidence, and intention to act to promote gender equality and non-violence. The working areas of The Men’s Project include research, primary prevention, and early intervention (see Table 1.1).

²⁰ ‘Regional model: Department of Education’, *Department of Education* (16 August 2023) <<https://www.vic.gov.au/regional-model-department-education#region-map>>.

Table 1.1: The Men's Project focus areas

| | |
|---|--|
| Mission Statement | The Men's Project supports boys and men to live respectful, accountable, and fulfilling lives free from violence and other harmful behaviour. |
| Research and Advocacy  | Research is undertaken to understand the attitudes of Australian men and boys, including how these attitudes impact behaviours. Jesuit Social Services' / The Men's Project's advocacy combines their policy expertise with practice wisdom and the lived experience of participants, to influence change in the systems and structures that perpetuate disadvantage. |
| Primary Prevention  | Designing, delivering, evaluating, and scaling primary prevention initiatives to positively shift cultures and attitudes about what it means to be a man in the 21 st century. Initiatives include awareness-raising and attitudinal change workshops ("Unpacking the Man Box"), facilitated conversations, and intensive capacity building through the Modelling Respect and Equality program. The pilot was undertaken as part of this focus area of The Men's Project. |
| Early Intervention  | Designing, delivering, evaluating, and scaling early interventions that fill gaps in the service system by addressing the underlying drivers of violence and other harmful behaviours. Examples of these include: <ul style="list-style-type: none"> • The therapeutic "At-Risk Youth program" for boys disengaged from mainstream education at risk of using violence; Before It Starts, a program for boys 8-12 who are displaying early warning signs of violence and school disengagement; RESTORE, a restorative justice program for adolescents who have used violence in their home; Starting Over, a program for adolescent perpetrators of family violence; and Jack's Hut, a proposed pilot program which takes a 'groupwork' approach focused on social and emotional literacy, and will work with young men in community or specialist settings who have highly complex needs and are disengaging with their learning at school. • Stop It Now, an anonymous service for people worried about their own or someone else's sexual thoughts and behaviours in relation to children; and the Worried About Sex and Pornography Project (WASAPP). Half of all child sexual abuse is committed by other children, so through WASAPP, The Men's Project is co-designing an early intervention for children and young people with problematic sexual behaviours. |

Source: The Men's Project (2023).

The Men's Project has partnered with the Department of Education to deliver the Victorian MoRE Schools Pilot in Respectful Relationships schools, delivered within the broader framework of the whole-school approach to Respectful Relationships.

A mix of lead and partner Respectful Relationships schools took part in the pilot, with the Respectful Relationships workforce facilitating their involvement throughout, working closely with The Men's Project delivery team.

1.4 (Unpacking) The Man Box

In 2018, Jesuit Social Services published research on 'The Man Box', a report on young Australian men's views, attitudes, and behaviours on gender, as part of its gender justice initiative The Men's Project. The research used the 'Man Box' methodology developed by Promundo, and was overseen by an Advisory Group of sector leaders and academics. The Man Box research explores young Australian men's understanding of gender and gender roles, and how this relates to their likelihood to engage in risk taking behaviours and violence. The findings were confronting, confirming what many people working in social work, health care, justice, and education, or schools, had known for a long time – traditional and restrictive

masculine norms remain prevalent among young Australian men, and men who adhere to these norms are more likely to cause harm to themselves and others. The research found that on average, 30% of men agreed with the 'Man Box' rules, and that almost 1 in 2 men felt pressures from society to behave in certain 'masculine' ways.

Box 1: The Man Box Rules

The Man Box is a set of beliefs within and across society that place pressure on men to act in a certain way. The Men's Project study explored how young men encounter the Man Box rules in society and internalise them personally by asking their views on 17 messages about how a man should behave. These 17 messages were organised under seven pillars of the Man Box which are: self-sufficiency, acting tough, physical attractiveness, rigid gender roles, heterosexuality and homophobia, hypersexuality, and aggression and control. Endorsing the Man Box beliefs is referred to as being 'in the Man Box'.

Source: The Men's Project & Flood, M, (2018) *The Man Box: A Study on Being a Young Man in Australia*.

Despite the Man Box survey only being completed by young Australian men aged 18-30 years old, and therefore having left school, the research found that men 'inside' the Man Box were more likely to seek advice from a teacher than men 'outside' the Man Box. This highlights the influential and long-lasting effects of teachers and their potential to promote healthier behaviours. The research also recommended that interventions be designed to meet young men where they are, for example in places of education and employment.

Following the initial Man Box research, The Men's Project developed 'Unpacking the Man Box', a series of workshops designed to raise awareness of Man Box rules and their impact on the health and wellbeing of men and those around them. The Men's Project also created the Modelling Respect and Equality (MoRE) program, a two-day intensive training that supports participants to build their skills and confidence to take actions and implement changes in their community or setting. These initiatives are delivered in schools and community groups, as well as workplaces across private industry, the public sector, and others.

In 2022, The Men's Project combined their core initiatives to create the Victorian MoRE Schools Pilot, to complement and support the existing Respectful Relationships curriculum that has been taught in primary and secondary settings in Victoria since 2015.

1.5 How to read this report








This evaluation report includes introductory chapters that outline the design of the pilot and how it was rolled out over 2022-23, evaluation chapters which present the key findings of this evaluation, and a chapter focused on recommendations for continuing to embed healthier masculinities as part of the whole-of-school approach. For each key finding in the evaluation chapters, icons demonstrate the phase of the pilot it aligns with, and the data sources used to formulate the findings. These are shown in Table 1.2 and Table 1.3.

Table 1.2: Chapters of this evaluation report

| Report component | Chapter |
|-----------------------|---|
| Introductory chapters | 1 Background (this chapter) |
| | 2 Victorian Modelling Respect and Equality (MoRE) Schools Pilot |
| | 3 Roll out of the Victorian MoRE Schools Pilot in 2022-23 |
| Evaluation chapters | 4 Evaluation framework |
| | 5 Implementation |
| | 6 Participation |
| | 7 Early outcomes |
| Recommendations | 8 Future of the MoRE program |

Source: Deloitte Access Economics (2023).

Table 1.3: Icons used in this evaluation report

| Pilot phase | Data source |
|---|--|
|  Phase 1: Partnership building and onboarding |  Surveys |
|  Phase 2: Unpacking the Man Box workshops |  Stakeholder interviews |
|  Phase 3: MoRE two-day training |  Facilitator reflections and other program data |
|  Phase 4: Healthier Masculinities Learning Community | |

Source: Deloitte Access Economics (2023).

1.5.2 Language and terminology in this report

This report acknowledges the binary nature of discussing gendered norms and their impacts through the use of “men and women” and phrases like the ‘Man Box’ or The Men’s Project. Gender is much more diverse than this and does not exist in simple binary categories. However, the social construct of a gender binary shapes Australian society and the experiences of all genders. This report therefore refers to this construct throughout.

It is also important to acknowledge that gender is a social and cultural concept distinct from sex, which refers to a set of biological attributes and is usually categorized as female or male. However, there is variation in the biological attributes that comprise sex and how those attributes are expressed. Sex also includes intersex, referring to individuals born with several sex characteristics. This report uses gendered language of “men” and “women” throughout, rather than sexed terminology of “male” or “female”. However, participants of all surveys were asked to identify themselves through the following categories:

- Woman or female
- Man or male
- Non-binary
- Prefer not to say
- (I/They) use a different term (please specify).

Due to the small sample sizes of participants identifying in surveys as non-binary, preferring not to state their gender, or using a different term, they are not included in the presentation of data in graphs throughout this report. This is because from a statistical perspective, drawing conclusions from an unrepresentative, small sample is not reliable. Further, it is possible that respondents may potentially be identifiable.

2 Victorian Modelling Respect and Equality (MoRE) Schools Pilot

This chapter describes the Victorian MoRE Schools Pilot's purpose, context, and structure, in addition to the anticipated outcomes following participation in the pilot.

2.1 Purpose of the Victorian MoRE Schools Pilot

The primary objective of the pilot is that “schools deepen their understanding of the link between supporting healthier masculinities and the prevention of family violence, and further embed a Respectful Relationships whole-school approach”. To achieve this, the pilot seeks to:

- build awareness through a critical reflection on gender norms, practices, masculinity, and links to family violence
- develop skills to promote respect and equality, including expressing vulnerability, emotional intelligence, and strengths-based approaches
- model gender equitable and healthy attitudes and behaviour in settings with boys and men
- take action in settings with boys and men to create a culture of respect and equality at their school
- further support schools to embed a whole-school approach to Respectful Relationships.

2.2 Anticipated outcomes

The primary outcomes of interest for the pilot are the attitudes, behaviours and practice of MoRE champions, and their motivations, confidence and perceived self-efficacy to effect change. It is anticipated that the MoRE champions will be the driving forces of change and are expected to gain knowledge, confidence, and skills to promote healthier masculinities and advocate for a whole-school approach to preventing family violence.

The socioecological Theory of Planned Behaviour demonstrates how a person's attitude towards a particular action, the social norms surrounding them, and their perceived ability to undertake the action predict an individual's intention to act and their likelihood of behaviour change.²¹ The pilot aims to improve MoRE champions' intention to make change through three key areas that influence their intention to act, and therefore the likelihood they will shift towards new behaviours that promote healthier masculinities and advocate for a whole-school-approach to preventing family violence:

- attitude and motivation towards the behaviour: MoRE champions' attitudes towards healthier masculinities
- subjective messages received from others school staff awareness of the link between supporting healthier masculinities and the prevention of family violence
- perceived behavioural control (agency and ability): MoRE champions' skill and confidence to promote healthier masculinities.

Empowering school staff to champion respect and equality is a key feature of the pilot, which recognises that staff are already working to build respectful and equitable relationships across their school, but practitioners need support to build their confidence in this role.

²¹ Kan, MPH, Fabrigar, LR 2017, 'Theory of Planned Behavior', Encyclopedia of Personality and Individual Differences, Springer, Cham, https://doi.org/10.1007/978-3-319-28099-8_1191-1; Victorian MoRE Schools Pilot workbook.

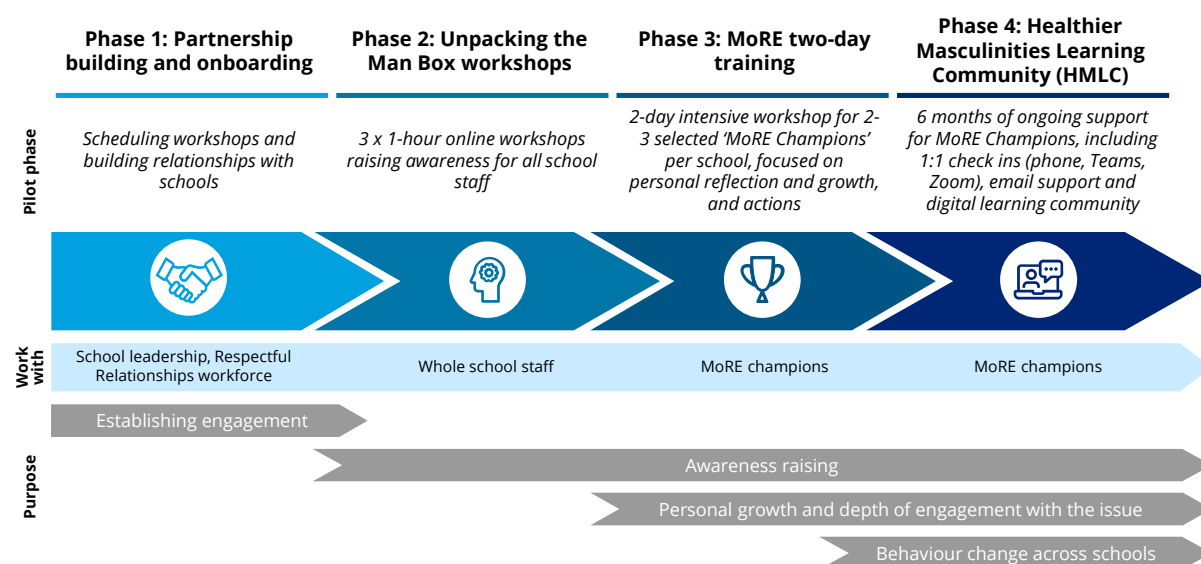
In the long-term, benefits of the program are expected to have effects beyond school staff, to students, their families, and the broader community. In the first 12 months of implementation, a focus on early changes in beliefs of staff, confidence to act and create change, and perceived value of the pilot and training elements gives confidence to the ability of the pilot to be implemented successfully in schools, iterated over time, and evaluated against these long-term objectives.

2.3 Structure of the pilot program

The one-year pilot was designed to be implemented in up to 100 schools in Victoria, and rolled out in 10 area cohorts aligned to Respectful Relationships local area teams. Initially, the pilot was primarily promoted to ‘lead’ schools, to not burden ‘partner’ schools that were just beginning their Respectful Relationships journey. Resourcing for teachers and schools to participate in the pilot was provided by the Department of Education to fund casual relief teachers and cover staff attending the two-day training. The pilot was iterative, with findings from the first cohort informing the second and so on.

The pilot model was designed with a focus on further embedding a whole-school approach and consisted of four core phases taken from existing The Men’s Project research and program delivery and adapted for a school context (Figure 2.1).

Figure 2.1: Pilot structure



Source: Deloitte Access Economics (2023).

2.3.1 Phase 1: Partnership building and onboarding

The first phase of the pilot involved building partnerships between The Men’s Project, the Department of Education, and the Respectful Relationships workforce. It included collaborating on details of the pilot approach and the logistic and operational considerations. Two Expression of Interest (EOI) processes were involved in Phase 1. The Department of Education collaborated with The Men’s Project on the first EOI process to recruit areas (cohorts) into the pilot. From these cohorts, schools were then invited by their Respectful Relationships workforce contact to submit an EOI to participate in the pilot. From the EOI process, The Men’s Project and a Respectful Relationships area team connected with each school’s nominated contact to onboard them to the pilot. The Men’s Project also held information sessions with school leaders to share details about the purpose, format, and structure of the pilot as well as guide them on selecting MoRE champions to attend Phase 3 of the pilot.



2.3.2 Phase 2: Unpacking the Man Box workshops

In taking a whole-school approach, Phase 2 was designed to reach the entire school’s staff cohort, so that select staff involved in Phases 3 and 4 were supported by the rest of their school to champion change. The Unpacking



the Man Box (UMB) workshops are three 1-hour virtual workshops, delivered interactively, with participants encouraged to share their experiences with the group and in smaller group formats. The workshops are delivered by two facilitators. Their objective is to raise awareness of the influence of gender norms on family violence (Box 2; Figure 2.2), and also to encourage or recruit staff to the two-day MoRE training (Phase 3).

Box 2: Unpacking the Man Box workshop objectives

Session 1: What is the Man Box?

Objectives:

- Explore the Man Box research and adolescent Man Box pillars
- Recognise the power of language in challenging the Man Box
- Understand the context with Man Box behaviours and attitudes

Session 2: Healthier Alternatives

Objectives:

- Define healthier identities and identify the benefits
- Share strategies which can be used in your school to embed this approach

Session 3: Taking Action

Objectives:

- Identify opportunities to have a positive influence in school
- Examine ways to respond to moments that matter

Source: Victorian MoRE Schools Pilot administrative and program data provided to Deloitte Access Economics.

Figure 2.2: Example slide from Unpacking the Man Box workshop

What's going on for males?

- 80% of school expulsions are boys
- Among students, years 7-12, apparent retention rate for females (87.6%) was higher than males (78.7%)
- Suicide is the leading cause of death for Australian men aged 15-44. 75% of Suicides are men. On average, every four hours a male suicides
- Men are less likely to report mental health concerns than women.
- Men are 3x more likely to be the offender of a crime (75%). 81% of reported family violence offenders are male. 95% of those who have used violence are men.
- 9 out of 10 prisoners are male (92%)

the men's project

Source: The Men's Project.

2.3.3 Phase 3: MoRE two-day training

Following the UMB workshops, a callout reminder is made for school staff who may be interested in continuing into Phase 3 and becoming a MoRE champion. Two to three MoRE champions from each school then attended an intensive, face-to-face two-day offsite training on Modelling Respect and Equality.

These sessions are attended by MoRE champions from across different schools (including both primary and secondary) within the cohort's area (i.e., different geographical locations). This aspect of the pilot is designed to empower staff members to lead community change themselves, including by challenging their own



attitudes and behaviours, and thinking about what tangible steps could be adopted in their school by creating their own custom action plan. The training comprises 8 modules (see Box 3).

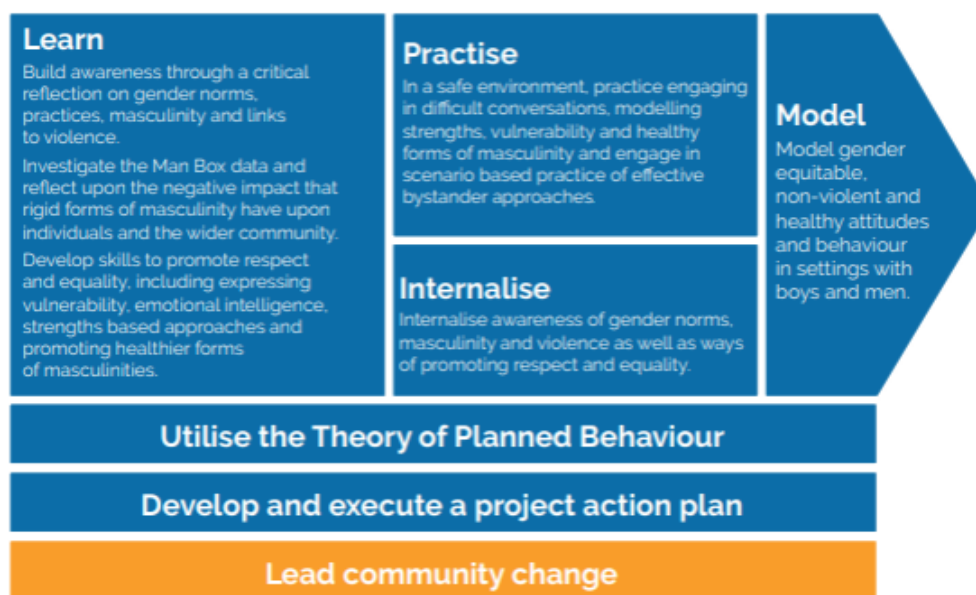
Box 3: Two-day MoRE training modules

| | |
|---|---|
| <p>1. Module 1: Gender</p> <ul style="list-style-type: none"> - Exploring Masculinities <p>2. Module 2: Violence and harm in my community</p> <ul style="list-style-type: none"> - Gendered violence and injury-related statistics - Violence against women - Coercive control - Gaslighting <p>3. Module 3: Role modelling in moments that matter</p> <ul style="list-style-type: none"> - Bystander definition - Barriers to becoming an active bystander <p>4. Module 4: Integrating learning into practice 1</p> <ul style="list-style-type: none"> - Whole-school approach | <p>5. Module 5: Integrating learning into practice 2</p> <ul style="list-style-type: none"> - Encountering resistance <p>6. Module 6: Emotional restriction</p> <ul style="list-style-type: none"> - The power of describing emotions - Human emotions - Mindfulness <p>7. Module 7: Action planning</p> <ul style="list-style-type: none"> - Theory of Planned Behaviour - Planned Behaviour Change - Introducing behaviour change - Modelling Respect and Equality: Action Plan <p>8. Module 8: Reflections</p> |
|---|---|

Source: Victorian MoRE Schools Pilot administrative and program data provided to Deloitte Access Economics.

Figure 2.3: Building Blocks of the MoRE Program

Building Blocks of the MoRE Program



Source: The Men's Project, excerpt from Victorian MoRE Schools Pilot workbook.

2.3.4 Phase 4: Healthier Masculinities Learning Community (HMLC)



At the end of the two-day MoRE training, MoRE champions are invited to join a virtual communication channel where facilitators post additional resources and questions to prompt ongoing reflection and engagement. There is also an online meeting where their MoRE champion training peers come together to discuss wins, challenges, and reflections.

MoRE champions also receive ongoing and personalised support from The Men's Project delivery team.

Note: the HMLCs were substantially iterated throughout the pilot. For more information, please see Section 3.5.

3 Roll out of the Victorian MoRE Schools Pilot in 2022-23

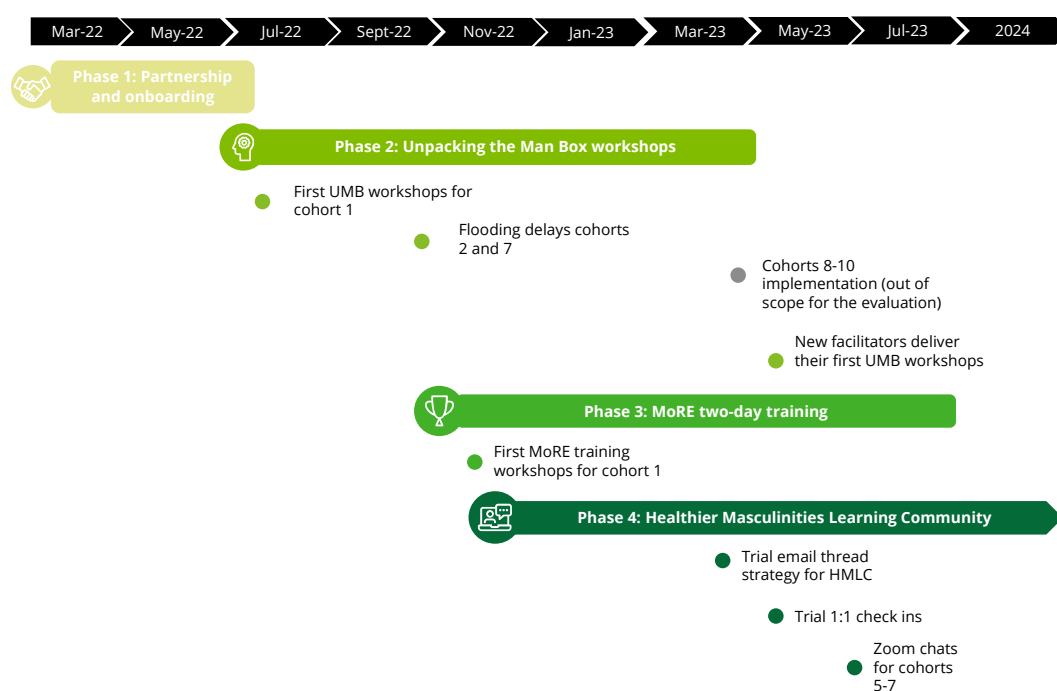
This chapter presents an objective view of the events that took place over the course of the roll out period that will be the subject of evaluation in this report, noting that both the content and delivery approach for the pilot was iterated considerably over the course of the pilot to respond to learnings on the ground and better meet the needs of schools, MoRE champions and the Respectful Relationships workforce.

Chapter 5 looks at the factors affecting implementation of the program.

3.1 Delivery timeline

The broad timeline for delivery of the pilot phases to each cohort is described in Figure 3.1.

Figure 3.1: Pilot delivery timeline



Source: Deloitte Access Economics (2023).

3.2 The Department of Education and Respectful Relationships workforce engagement with the pilot

The Department of Education worked closely with The Men’s Project to codesign key elements of the approach to rolling out the pilot, which were often facilitated or enabled by the Respectful Relationships workforce.

3.2.1 Cohort and school participation

The Department of Education worked with The Men’s Project to develop an Expression of Interest process which allowed both areas (geographical areas which align to Respectful Relationships workforce areas of operation) and schools to identify their interest in participating. The Respectful Relationships workforce at times encouraged schools in their area to participate in the pilot, therefore assisting with recruitment of schools; in other areas, schools encouraged their Respectful Relationships workforce to submit an EOI.

3.2.2 Operations and pilot elements

The central contact at the Department of Education assisted The Men's Project pilot lead with delivery elements and assisted The Men's Project with evaluation support. As agreed in the initial pilot contract, communications between schools and The Men's Project delivery team were facilitated by the central Department of Education contact and the Respectful Relationships workforce (see Section 5.1 for further analysis of the impact on the pilot). However, this aspect of the pilot was iterative due to an emerging need for The Men's Project to contact schools directly and reduce administrative burden.

In the early stages of the pilot, the Department of Education encouraged the use of the Webex platform (rather than WhatsApp or Facebook) to facilitate the online HMLCs, as it was a platform already being used by schools. Over time, the Department of Education and The Men's Project agreed to move the HMLCs away from Webex due to low engagement.

3.3 School engagement with the pilot

It was seen as critical to the pilot's success that schools nominated themselves to participate in the pilot. This would help to ensure buy-in from schools, and that they were aware of the time commitments and resourcing requirements. In many instances, the Respectful Relationships workforce were key to encouraging schools to complete EOIs, and in marketing the pilot to schools. This was particularly crucial as the EOI timing period was mentioned as a barrier to engaging with the process, and many schools reportedly did not feel they had capacity to be taking on a new program following extended lockdowns due to COVID-19.

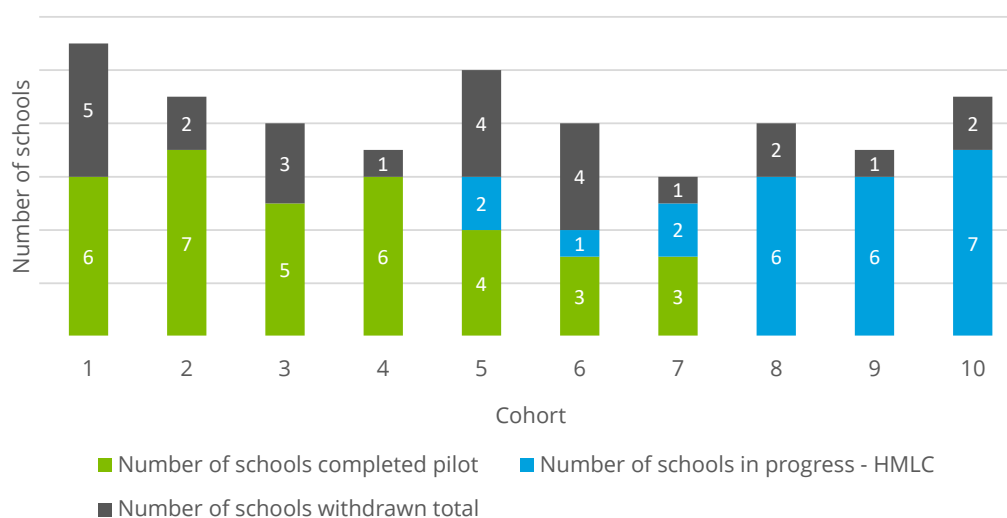
The pilot aimed to have up to 100 participating schools, with an average of 10 schools per cohort. At the time of this evaluation, 83 schools had nominated to participate in the pilot; 25 schools had withdrawn before or during phase 1 or 2; 34 schools had completed all phases of the pilot; and 24 schools across 5 cohorts were in their final phase and are expected to complete the pilot (see Table 3.1 and Chart 3.1).

Table 3.1: Number of schools participating

| | Cohort | | | | | | | | | | Total |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Schools who nominated for pilot (including withdrawn) | 11 | 9 | 8 | 7 | 10 | 8 | 6 | 8 | 7 | 9 | 83 |
| Total schools participating or participated in pilot | 6 | 7 | 5 | 6 | 6 | 4 | 5 | 6 | 6 | 7 | 58 |
| Number of schools completed pilot | 6 | 7 | 5 | 6 | 4 | 3 | 3 | 0 | 0 | 0 | 34 |
| Number of schools in progress - HMLC | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 6 | 6 | 7 | 24 |
| Number of schools withdrawn | 5 | 2 | 3 | 1 | 4 | 4 | 1 | 2 | 1 | 2 | 25 |
| Percentage of schools withdrawn | 45% | 22% | 38% | 14% | 40% | 50% | 17% | 25% | 14% | 22% | 30% |

Source: Deloitte Access Economics (2023).

Chart 3.1: Number of schools participating in the pilot



Source: Deloitte Access Economics (2023), from Victorian MoRE Schools Pilot program data provided by The Men's Project.

Although in the early stages of pilot planning it was intended that participation be opened to lead Respectful Relationships schools only, the Department of Education decided that the number of lead schools and area distribution would not support such targeted participation. As such, and in response to a lower than expected EOI response rate, the Department of Education decided to allow partner schools to participate.

Table 3.2 presents attendance numbers by phase of the pilot, as measured at the time of evaluation.

Table 3.2: Attendee numbers by phase of the pilot (at time of evaluation)²²

| Phase | Attendance | Total number of sessions | Average attendees per session |
|---------------------------------------|------------|--------------------------|-------------------------------|
| Phase 2: UMB workshops | 3,383 | 105 | 32 |
| Phase 3: Two-day MoRE training | 163 | 10 | 16 |
| Phase 4: HMLCs | 46 | 15 | 3 |

Source: Deloitte Access Economics (2023).

3.4 Impact of COVID-19 and other external factors

3.4.1 COVID-19

Although the pilot took place after the lockdowns associated with the COVID-19 pandemic, there were nevertheless significant impacts on the pilot. The Men's Project and the Respectful Relationships workforce were told by schools that their capacity to engage in new programs was limited by the need to continue to respond to the impacts of the pandemic, lockdowns, and remote learning. Schools continued to be impacted by ongoing illness and the requirement for people to isolate at home if unwell.²³ For some schools, the impact of lockdowns on their students necessitated a shift in priorities; towards an academic focus on 'catching up', or towards programs with a direct focus on wellbeing. However, a few schools reportedly saw the pilot as part of this recovery process, as it provided additional support to staff to deal with declining student behaviour, particularly among boys, following extended lockdowns.

²² Includes attendees in cohorts 1-10.

²³ 'Changes to pandemic management', *Premier of Victoria* (07 October 2022) <<https://www.premier.vic.gov.au/changes-pandemic-management>>.

3.4.2 School staffing and capacity issues

Teaching supply issues in Victoria and Australia are well known and ongoing. However, two factors made the issue more acute during the roll out of the pilot. The first was a lack of casual relief teaching staff available to provide short term capacity for school staff to attend the two-day training (and any subsequent commitments). This was identified in connection with the Tutor Learning Initiative, which funds schools to employ tutors to deliver targeted small group learning support, as a response to COVID-19 lockdowns. The second was an increased focus on school staff time allocations following the introduction of the Victorian Government Schools Agreement. The agreement ensures that school staff are entitled to time in lieu for overtime worked.

3.4.3 Flooding

Some schools in certain cohorts were affected by severe flooding which affected the timing of the cohorts in general, and prevented some schools from participating in the pilot at all. MoRE training was delayed for two cohorts; one from late 2022 to early 2023, and the other by approximately two months.

3.5 Iterative development of the pilot

Formative insights developed throughout rollout were used to adapt the pilot throughout implementation. The pilot was iteratively developed based on feedback from schools, the Respectful Relationships workforce, the Department of Education, The Men's Project and the delivery team, and early analysis from this evaluation (Table 3.3).

Table 3.3: Iterative development of the pilot

| Pilot element | Feedback and insights | Iterative development |
|---|---|--|
| Administration of the pilot | Administrative burden for the pilot coordinator and Respectful Relationships workforce was high. | At the beginning of 2022, The Men's Project engaged two additional part time project support officers to support the delivery team with project work, administrative tasks, and workshop facilitation. In early 2023, The Men's Project began to liaise directly with schools rather than only via the Respectful Relationships workforce. |
| Cohort by cohort rollout | The lead times to book schools in for training were longer than expected. | Many cohorts undertook training around the same time. |
| Healthier Masculinities Learning Communities | The Webex platform initially used for the HMLCs was not accessed frequently by MoRE champions. Barriers included not being able to download the program onto their computers without administrative permissions and needing to access through work computers, rather than through mobile devices. | The HMLCs were reframed into email threads. |
| | The HMLC email threads were not used frequently by MoRE champions. | The HMLCs were reframed into 1:1 check-ins via phone, Microsoft Teams or Zoom with The Men's Project delivery team. 1:1 check-ins were supported by additional Zoom channels. |
| | The HMLC Zoom channels were not used frequently by MoRE champions | Each week The Men's Project posted prompts such as activities for schools to run or an instigating question for MoRE champions to reflect on and discuss. |

Source: Deloitte Access Economics (2023).

4 Evaluation framework

The evaluation of the Victorian MoRE Schools Pilot has been undertaken in accordance with a defined evaluation framework. This chapter includes detail on the purpose of the evaluation, an overview of the evaluation framework components, the approach to this evaluation, and the data sources used to inform it.

4.1 Purpose of the evaluation

Deloitte Access Economics was engaged by Jesuit Social Services to conduct an evaluation of the pilot to understand the enabling conditions and barriers for implementation of the program, factors influencing participation in the program, and the early outcomes of the program for participants.

4.1.1 Primary objectives of the evaluation

The pilot evaluation is a process evaluation and seeks to understand which aspects of the pilot worked, and which did not, throughout its implementation. This involves:

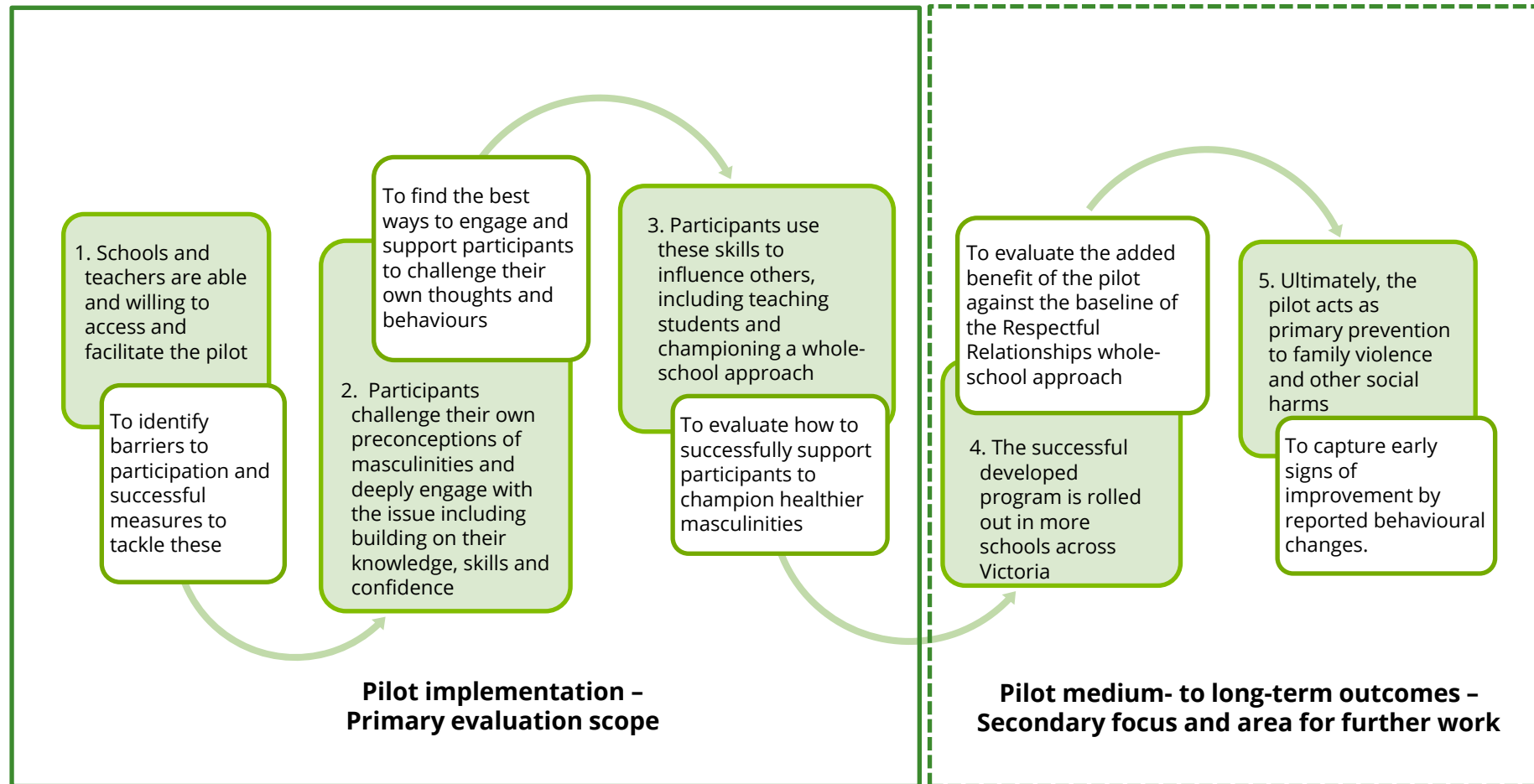
- identifying the barriers to participation and successful measures to tackle these
- finding the best ways to engage and support participants to challenge their own thoughts and behaviours
- evaluating how to successfully support participants to champion healthier masculinities.

To answer these questions, the evaluation also examines the broader engagement, appropriateness, acceptability, and feasibility of the pilot, as well as the extent to which schools committed to the program and were willing to participate.

However, the evaluation is also, in part, an impact evaluation, considering the early outcomes of the pilot. While the observation of these early outcomes is contingent on the appropriate implementation of the pilot, the evaluation seeks to capture early signs of improvement through reported changes in knowledge, attitudes, skills, confidence, intention to act and behaviour. These early outcomes are captured both for participants and other stakeholders. These may include the early outcomes for school staff and MoRE champions, the barriers and enablers of schools committing to the program, any reflections from delivery staff, participants, or the Respectful Relationships workforce.

The evaluation objectives align with program outcomes, as shown in Figure 4.1. While the primary evaluation scope captures the implementation and early outcomes of the pilot, it is noted that the secondary evaluation scope to capture the medium to long term outcomes is not specifically included in this evaluation given the evaluation timeframe. However, these medium to long-term outcomes have been noted in this report where they have been incidentally captured. Furthermore, this evaluation has not sought to capture insights of the broader school community, students, family, and friends with respect to the pilot.

Figure 4.1: Objectives of the evaluation and the Victorian MoRE Schools Pilot



Note: Green boxes identify the objectives of the Victorian MoRE Schools Pilot, while white boxes identify the objectives of this evaluation.

Source: Deloitte Access Economics (2023).

4.1.2 Secondary objectives of the evaluation

In addition to these main process-based objectives, the evaluation is also intended to formatively provide an evidence base to support the inclusion of similar initiatives in other states' respectful relationships education and support the scaling of programs like the pilot in Victoria. As a pilot that has been newly developed for the school context, there are aspects to this evaluation which would inform future iteration and implementation of the program on a larger scale. The recommendations in Chapter 8 therefore consider the implications for scaling the pilot to maximise impact, including scale considerations for *depth* and *reach* of the pilot. The findings from this evaluation may also be relevant for implementing similar programs in other jurisdictions.

4.2 The ADKAR model of change management

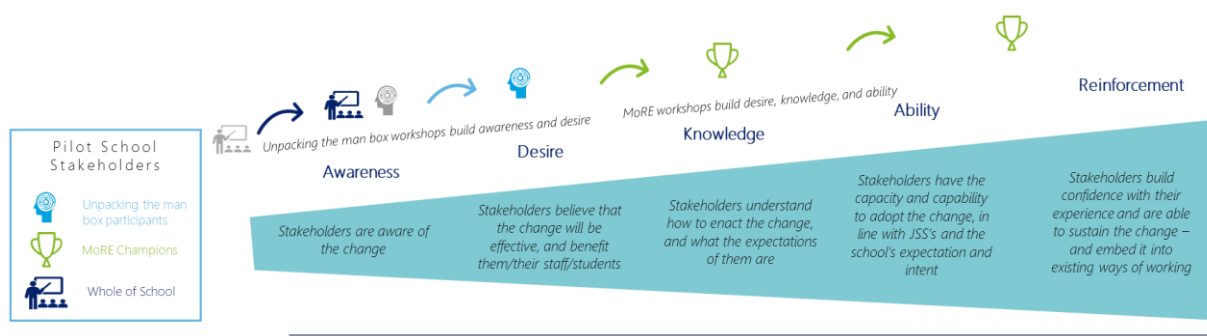
In conceptualising how the intervention is designed to drive change and have impact, the ADKAR theory of change underpins various elements of the analysis in this evaluation.

The ADKAR model, developed by Prosci, proposes that organisational change is possible only when underpinned by individual change.²⁴ ADKAR proposes that an individual needs to be supported through five stages of change in order for that change to become an embedded aspect of their work – awareness, desire, knowledge, ability and reinforcement. The five stages are sequential and are unlikely to be achieved without the realisation of the previous stage.

Each individual participant or school may **start** at different levels of the ADKAR model – and so their change is highly specific or personal. To inform evaluation of the pilot's ability to create outcomes and move participants through the change model, an understanding of their 'starting position' must be built initially. Figure 4.2 shows the ADKAR model as applied to the pilot, to illustrate how the intuitive approach is built into the pilot to create and sustain change.

This conceptualisation was used by the evaluation team to understand the ways in which the various components of the program might be expected to nudge different participants along the change journey from awareness to reinforcement.

Figure 4.2: The ADKAR model of change management as applied to the Victorian MoRE Schools Pilot



Source: Deloitte Access Economics (2023), adapted from the Prosci ADKAR Model.

4.3 Contextual implications for the evaluation approach

Given the unique context of the pilot, there were a number of implications for this evaluation approach.

The pilot program was embedded in the broader Victorian Department of Education schooling system context and its outcomes could be influenced by a range of efforts and initiatives undertaken by schools more broadly. As such, the evaluation did not look at the pilot in isolation, but rather, in the context of the broader Respectful Relationships initiative, and acknowledged the interdependency of both. This understanding is crucial to any considerations regarding the roll-out of the program in other jurisdictions. Further, schools vary significantly with respect to how far along the change journey (or "out of the box") they

²⁴ Prosci, 'The Prosci ADKAR® Model | Prosci' <<https://www.prosci.com/methodology/adkar>>.

are. This evaluation considered schools' starting points and relative growth over time, rather than focusing on cross-sectional, system-wide comparisons.

The Victorian MoRE Schools program was also in an early pilot phase, and was designed as a staged roll-out such that it could continuously evolve. Therefore, apart from capturing outcomes, the evaluation approach was developmental, and focused on learnings from program implementation to inform improvements and enable adjustment of the pilot approach to optimise outcomes. It sought for data collection to be embedded in day-to-day processes and collected examples of early secondary evidence of student outcomes improving (or not), acknowledging it was unlikely to capture longer-term flow on impacts on student outcomes in a systemic manner given the scope and timeframe of the evaluation. However, as a result of this iterative, staged roll-out process, elements of the program and evaluation design lost consistency. While this was necessary for the MoRE program's evolution, it resulted in different experiences of the pilot by participants at different stages. As such, when data was collected for this evaluation across the evaluation period, different participants referred to varying designs of the program when providing insight on their experience in the pilot.

Finally, as part of the design of the pilot, it was anticipated that MoRE champions would be key agents of change, and their shift in attitude, behaviour and practice would influence other school staff and – ultimately in the longer term – students and the wider school community. As such, the primary outcomes of interest in this evaluation were the attitudes, behaviours and practice of school staff who directly participated in the pilot, not the broader school community. To understand the role school staff played as catalysts of change for their school, the evaluation examined how MoRE champions could enact shifts in attitudes, behaviours, and practice more broadly in their schools through their colleagues and leadership team.

4.4 Approach to this evaluation

Given this evaluation focused on the implementation of the pilot and its early outcomes for those directly involved in the pilot, the evaluation engaged the following stakeholder groups:

- Unpacking the Man Box workshop participants
- MoRE champions
- School leadership
- Respectful Relationships workforce
- The Men's Project workforce.

A mixed methods approach to this evaluation was undertaken. Quantitative data was collected by The Men's Project evaluation team and drawn from all stakeholder groups, including survey data, program and administrative data, action plans and attendance records. Deloitte Access Economics collected qualitative data from most stakeholders, including focus groups and interviews with MoRE champions, school leadership and the Respectful Relationships workforce and The Men's Project workforces. Qualitative data was analysed thematically. Both types of data were used to answer the research questions of this evaluation, described as the evaluation framework, as shown in Section 4.4.1.

This evaluation received ethics approval by both Jesuit Social Services' (JSS20220701) and the Department of Education (2022_004650). The evaluation activities were opt-in and voluntary in nature. As required by the Department of Education, each school provided two levels of consent, firstly, by the school principal, and secondly, by each individual staff member. All data in this report has been de-identified.

Two insights packs with early insights were delivered to Jesuit Social Services in May and September 2023, with the complete findings provided in this evaluation report.

4.4.1 Evaluation domains and research questions

The key evaluation domains and research questions included in this report are outlined in Table 4.1.

Table 4.1: Evaluation framework

| Domain | Research questions |
|-----------------------|--|
| Implementation | What are the enabling conditions and barriers to program implementation? |
| Participation | Who are the MoRE champions being nominated by schools? |
| | What factors influenced MoRE champions' participation? |
| | How has the training been received by schools? |
| Early outcomes | What impact does the program have on staff who attended Unpacking the Man Box workshops? |
| | What impact does the program have on MoRE champions? |
| | How does the program support MoRE champions to take action to challenge unhealthy masculinities/promote healthier identities, and in which contexts? |
| | How does the program contribute towards embedding the whole-school approach to Respectful Relationships? |

Source: Deloitte Access Economics (2023).

As part of the evaluation framework, a program logic was drafted and validated with The Men's Project. This is shown in Appendix A.

4.4.2 Data sources used to inform the evaluation

The findings in this report are informed by stakeholder consultation, survey analysis and program data and documentation. Each of these are detailed below.

4.4.2.1 Stakeholder interviews

An extensive consultation process was undertaken to ensure key stakeholders were provided the opportunity to inform the evaluation. The four key stakeholder groups targeted during the interview consultation process included:

- **MoRE champions** – individual interviews examining the action plans created and implementation of the pilot
- **School leaders** – individual interviews examining the selection process of MoRE champions and implementation of the pilot
- **Respectful Relationships workforce** – focus groups and interviews examining the implementation of the pilot, the whole school benefit of the Respectful Relationships initiative and early outcomes
- **The Men's Project workforce** – a focus group examining the implementation of the pilot.

Consultations were based on a semi-structured interview style. Two separate periods of consultation were undertaken in 2023 (May/June, and August/September). In total, three focus groups and nine interviews were conducted, resulting in 20 individuals consulted.

4.4.2.2 Surveys

Four online surveys were used to collect data for this evaluation. This included:

- a **Post-UMB survey** that school staff who completed the UMB workshops were invited to complete at the end of the workshop series
- a **Pre-MoRE survey** that MoRE champions were invited to complete four weeks before the two-day MoRE training
- a **Post-MoRE survey** that MoRE champions were invited to complete immediately after the two-day MoRE training
- a **Post-HMLC survey** that MoRE champions who participated in the HMLC were invited to complete.
- a **Post-HMLC survey** that school leaders were invited to complete.

The purpose of the UMB and MoRE surveys was to understand the impacts of the pilot on participants' belief in 'Man Box' norms, and their knowledge, influence, and confidence. The purpose of the HMLC survey was to examine the implementation of the pilot, its value-add to the school and early signs of change across a whole-school approach. The number of responses for each survey are shown in Table 4.2.

A pre-UMB survey was not undertaken due to considerations about the evaluation burden on participants (compared to the amount of time invested in the pilot).

Demographic information collected in the surveys included the age range and gender of participants,²⁵ the area their school was located in, their main classification in their school (principal and teacher class or education support class), the title closest to their role, and whether they spend the majority of time in the classroom.²⁶

Table 4.2: Number of survey respondents and response rate when compared to attendance numbers

| Survey | Number of respondents | Attendees | Response rate (%) |
|--------------------------|-----------------------|-------------------|-------------------|
| Post-UMB | 167 | 995 ²⁷ | 16.8% |
| Pre-MoRE | 103 | 133 ²⁸ | 77.4% |
| Post-MoRE | 102 | 133 ²⁹ | 76.7% |
| Post-HMLC MoRE champions | 13 | 35 ³⁰ | 37.1% |
| Post-HMLC school leaders | 11 | 25 ³¹ | 44.0% |

Source: Deloitte Access Economics (2023).

Note: Attendee numbers for the Post-UMB survey are based on an average number of participants per school across the three workshops.

4.4.2.3 Program data and documentation

Other than stakeholder consultation and surveys, the evidence base for the report comprises:

- Program and administrative data
- Action plans
- Attendance records
- The Men's Project workforce facilitator reflections.

²⁵ The survey question on gender was phrased as: 'How do you describe your gender? *Gender refers to current gender, which may be different to sex recorded at birth and may be different to what is indicated on legal documents'. Respondents could choose between 'man or male', 'woman or female', 'non-binary', 'prefer not to say', or '[I/They] use a different term'. Where '[I/They] use a different term' was selected, participants were asked to specify.

²⁶ School leaders were only asked their age, gender and school location.

²⁷ Based on the average number of participants per school across the three Phase 2 UMB workshops who consented to being part of the evaluation.

²⁸ Based on the number of MoRE champions who attended phase 3 and consented to being part of the evaluation.

²⁹ Based on the number of MoRE champions who attended phase 3 and consented to being part of the evaluation.

³⁰ Based on the number of MoRE champions in cohorts 1-7 who attended phase 4 and consented to being part of the evaluation.

³¹ Based on the number of schools in cohorts 1-7 who have completed phase 4 and consented to being part of the evaluation.

4.5 Limitations of this evaluation

Given the timeframe of this evaluation, findings have not captured longer-term flow on impacts of student outcomes. While early outcomes may indicate a shift in attitudes, behaviours and beliefs for school staff and participants of the Victorian MoRE Schools program, this evaluation did not receive funding to collect data from students and parents to consider the impact on the broader school community, students, friends, and family.

Furthermore, staff who participated in the pilot were generally time poor due to limited resourcing within schools. This led to difficulties recruiting participants for focus groups and interviews with MoRE champions and school leaders and consequently, low sample sizes of qualitative data available to inform the evaluation findings. This may limit the generalisation of the findings to all participants across the pilot and the broader Victorian schools context.

It is also noted that the survey datasets did not include every cohort. The Post-HMLC survey did not include cohorts 8, 9 and 10 of the pilot due to external factors impacting the delivery timeline of the pilot. In addition, two cohorts lack representation in survey data and interviews because principal consent for data collection was not received by schools in these cohorts.

Individual identifiers were not available in the survey data to link individuals or schools between surveys during the analysis. As such, the survey analysis is limited in that it is not matched and slightly different cohorts are used to compare survey data before and after the two-day MoRE training (Pre-MoRE and Post-MoRE surveys). Furthermore, survey analysis often compares a before and after metric based on how a survey respondent judged their behaviour, knowledge, or confidence. Pre and post surveys relating to Phase 3 MoRE training were incorporated into the evaluation framework, however, only a post survey for Phase 2 UMB workshops was within scope. Hence it is possible that some bias existed in the analysis.

5 Implementation

This chapter considers the implementation of the Victorian MoRE Schools Pilot program in the context of the conditions of the pilot roll out and timing.

5.1 What are the enabling conditions and barriers to program implementation?

Box 4: Key findings (and sections) under this research question

- Three broad categories of schools successfully engaged with the pilot, including those with existing interests, those responding to student behaviour and student wellbeing, and new schools or leadership. Their motivations and experiences were key determinants of program implementation.

Enablers

- Responsive administration processes and robust organisation have facilitated the implementation of the pilot, but have been more resource intensive than originally envisioned.
- Strong alignment to Respectful Relationships content and engagement with the Respectful Relationships workforce was an enabler for the successful implementation of the pilot in schools.
- Senior leadership buy in was a key enabler to implementing the pilot.
- For some schools, a hybrid delivery model (online all-staff workshops, in-person MoRE training) enabled implementation by meeting the challenges of school capacity, but challenges around scheduling remained a barrier to fully implementing the pilot with fidelity.

Barriers

- The Expression of Interest timing and process was a barrier to implementing the pilot in some schools.
- School capacity, including the availability of relief teachers, is an ongoing challenge to implementing this type of professional development. Resourcing and capacity were a key reason for schools not to engage or to withdraw from the pilot.
- Implementing the Healthier Masculinities Learning Community was particularly challenging, and significant investment in the iterative development of the format was necessary to engage schools and MoRE champions.

Three broad categories of schools successfully engaged with the pilot, including those with existing interests, those responding to student behaviour and student wellbeing, and new schools or leadership, and their motivations and experiences were key determinants of program implementation



Pilot phase



Data source

In general, three types of schools were identified as responding to the Expression of Interest and participating in the pilot:

Schools and/or school staff with existing interests – schools that were already well progressed in their Respectful Relationships journey and saw the initiative as a key part of their teaching or operations. These included lead Respectful Relationships schools (in part due to the EOI focus on lead schools), but also included other schools who saw a broader wellbeing or school philosophy connection. Some schools' participation was seen to be almost wholly led by a member of staff with an existing interest in gender equality.

Schools responding to student behaviour and student wellbeing – some schools' motivation was in response to challenging behaviour from students, in particular among young men and boys. Some of these behavioural challenges were seen to be linked to COVID-19 and lockdowns. Schools spoke about wanting to feel confident in how to respond to this behaviour and support their women students and staff, but also how to support men students.

New schools or new school leadership – recently opened schools and new school leaders responded to expressions of interest. While motivations for this were unclear, observations from The Men’s Project delivery team were that these schools wished to set culture and tone early in the establishment of the school. These schools may also have had greater capacity due to fewer existing programs.

“The dysregulation you’re seeing...within young men seems to be more prevalent post COVID as well. So I think in terms of doing the work, it’s timely and it’s needed. And I think the information [that] is being presented, it’s great.” – Respectful Relationships workforce

Responsive administration processes and robust organisation have facilitated the implementation of the pilot but have been more resource intensive than originally envisioned



Administrative and organisational processes have been iterated throughout the pilot to reflect feedback from schools and learnings by The Men’s Project delivery team. Feedback from schools was generally very positive about The Men’s Project’s administration, which helped to build relationships with schools.

Strong support through a central contact at the Department of Education was also reported by The Men’s Project delivery team as an enabling factor in implementing the pilot. Schools that did not have as close or strongly established links with the Department of Education were harder to recruit. Facilitator reflections describe that the central contact’s deep understanding of the pilot, combined with regular contact, meant that timely and accurate information about the Respectful Relationships workforce was also shared with The Men’s Projects team. This meant that the pilot could be responsive not only to school feedback, but to the broader school context. The central contact was also able to engage with the Respectful Relationships workforce regarding the pilot, who in turn could advocate on its behalf to schools.

However, both The Men’s Project and the Respectful Relationships workforce reported a greater than expected administrative burden. In part this was due to The Men’s Project initially needing to contact schools via the Respectful Relationships workforce, as requested by the Department of Education. While this communication protocol facilitated stronger relationships between stakeholders in many cases, it made it harder to change arrangements, and in some cases, led to inefficient communication and additional administrative burden.

“I would say that the admin of it all was quite intensive.” – Respectful Relationships workforce

“I think the administration and coordination went well from my perspective. It was well organised. The workshops were in my calendar, there was prep before the schools and preparing specifically for schools.” – The Men’s Project focus group

Strong alignment to Respectful Relationships initiative content and engagement with the Respectful Relationships workforce enabled implementation of the pilot in schools



Despite the administrative burden, working closely with the Respectful Relationships team (and aligning content and delivery with Respectful Relationships) was a key enabler of the pilot. The Respectful Relationships workforce often played a critical role in supporting the pilot, including assisting with or driving school recruitment, and following up with schools during and after trainings to drive engagement.

One school’s Respectful Relationships coordinator reflected that they had been considering how to implement their own version of the pilot, but that the pilot was more evidence-based and fit for purpose.

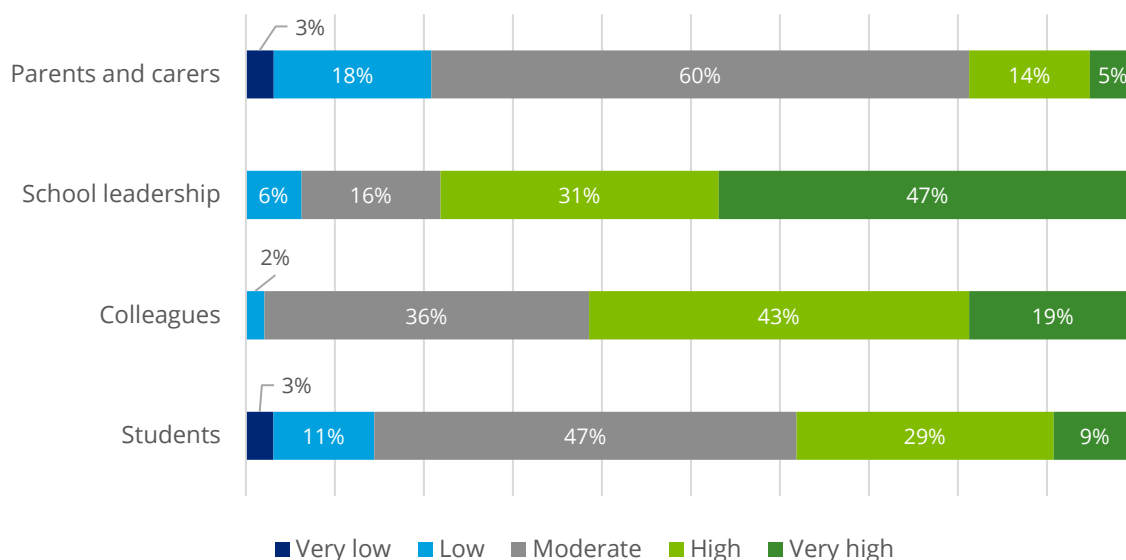
Senior leadership buy in was a key enabler to implementing the pilot

School leaders have the capacity to create space for the pilot within schools, for instance by ensuring that teaching staff are released from teaching time in order to attend the MoRE champion two-day training, and more generally by making the pilot a priority in schools. Stakeholders at all levels described how difficult it is, or can be, to roll out programs in schools without full and enthusiastic engagement from senior leadership.



MoRE champions saw their school leadership as more ready to change their attitudes and behaviours about masculinities/what it means to be a man than their colleagues, students and parents/carers (see Chart 5.1). 78% of champions rated the readiness of their school leadership to change their attitudes and behaviours about masculinities as high or very high, likely indicating that their school leaders are engaged with these topics. School leadership were seen as more ready to change their attitudes than champions' colleagues more generally, and in contrast only 19% of champions rated the readiness of their school's parents and carers as high or very high.

Chart 5.1: 'Please rate the readiness of [the following groups in your school] to change their attitudes and behaviours about masculinities/what it means to be a man'



Source: Pre-MoRE survey, Q23-27, n = 97.

For some schools, particularly regional schools, a hybrid delivery model enabled implementation by meeting the challenges of distance and school capacity

There were mixed reflections on the hybrid delivery model, with some commenting that in-person UMB workshops might have resulted in improved outcomes and engagement, while others suggested that online delivery was better for taking into account practical considerations about capacity and scheduling. These sometimes differed between regional and metropolitan schools. Regional schools were more likely to reflect on logistical barriers to in-person delivery and were satisfied with online delivery. Some metropolitan schools inquired to The Men's Project whether the UMB workshops could be delivered in person, and they were under the impression that the online delivery model was due to the risk of COVID-19, rather than a deliberate design feature. However, nearly all stakeholders agreed that the in-person delivery of the two-day workshops were critical to the high level of engagement, despite any real or perceived barriers to engaging such as travel.



The Expression of Interest timing and process was a challenge to implementing the pilot in some schools

Schools, the Respectful Relationships workforce, and The Men’s Project team all reflected that the timing of the EOI and recruitment period was a challenge in implementing the pilot. In particular, a period of uncertainty after COVID-19 lockdowns was cited as a challenge for Respectful Relationships staff promoting the pilot. Timing across the school year and uncertainty about the opportunity to engage with the pilot in the following year also was suggested to be a challenge for engaging schools. There was also lack of clarity for the Respectful Relationships workforce about additional opportunities for schools to participate in the pilot alongside other cohorts and therefore at different points in the year, reflected in both the Respectful Relationships focus group and the facilitator reflections. This likely contributed to underrecruiting schools, with 58 schools having participated (or currently participating) in the pilot of the target of up to 100 schools.



“I pushed and pushed and pushed. I did so much advertising of this. I targeted schools. But it didn’t matter how much I did.” - Respectful Relationships workforce

School capacity, including the availability of relief teachers, is an ongoing challenge to implementing this type of professional development. Resourcing and capacity were a key reason for schools not to engage or to withdraw from the pilot

Current resourcing and capacity constraints for schools have been well documented (see Section 3.4.2), with demand for school staff outstripping supply across the state, and school staff in schools reporting correspondingly high workloads. Two factors in particular were seen to affect the implementation of the pilot: a lack of supply of Casual Relief Teachers (CRTs), and changes to time-in-lieu entitlements for school staff in Victoria as part of the Victorian Schools Agreement. Together, these factors meant that although the pilot provides funding towards CRT provision, to support staff to participate, in many instances schools found it challenging to provide this relief. Schools also found it hard to find capacity for the three whole school UMB workshops, due to limited time for professional development (and particularly for all staff, simultaneous professional development on three separate occasions within one term). This was noted to be particularly true in term four. Despite the challenges of finding casual relief teachers to cover classes, most MoRE champions were still able and committed to attend the two-day training.



Indeed, of the 25 schools that withdrew after submitting an EOI, 21 withdrew before the UMB workshops. The aforementioned challenges around scheduling and capacity impeded delivering the program with fidelity, with both The Men’s Project and the Respectful Relationships workforce finding work-around solutions to enable engagement with the pilot. These included schools participating without all staff members completing all UMB workshops and staff members being invited to workshops intended for other schools (when they were unable to attend their own school’s workshops). In addition, at least one school was reported to have offered the UMB workshops as optional rather than compulsory professional development, rather than making engagement compulsory for all staff, as intended in the pilot design.

Implementing the Healthier Masculinities Learning Community was particularly challenging, and significant investment in the iterative development of the format was necessary to engage schools and MoRE champions

The HMLCs were intended to be a virtual channel to prompt ongoing reflection and engagement following the two-day MoRE training. They were designed to provide MoRE champions with an opportunity to discuss wins and challenges of promoting healthier masculinities in their schools, reinforce learnings from the two-day training and encourage one another in their efforts. To be effective, the initial HMLC design required large group participation from MoRE champions to generate discussion and enthusiasm. However, many MoRE champions did not engage with the HMLCs as they were initially designed. Barriers described by The Men’s Project delivery team and MoRE champions included



being unable to access the Webex platform on computers, time, and capacity of MoRE champions once back in the school context, lack of interest, and a number of professional support staff working part time and unavailable on the days the HMLCs were run.

The Men's Project delivery team worked to iteratively develop the HMLCs into a format that would more effectively engage schools and enable ongoing reflection and engagement (see section 3.5). Eventually becoming one-on-one check-ins with The Men's Project delivery team via phone, Microsoft Teams and Zoom, it was clear that individualised support and insights tailored to MoRE champions' school context and the ways they were specifically promoting healthier masculinities, and a choice of time and day to schedule the check-ins, were enablers to engaging with the HMLCs. The desire for individualised support was also observed by the Respectful Relationships workforce who were contacted by some schools seeking bespoke support to implement change.

Box 5: Implications of this research domain for the future of the MoRE program

- School capacity should be considered when thinking about how to continue to offer the program, including how to continue to streamline administrative processes and how to structure the program
- Engagement with key stakeholders, including the Respectful Relationships workforce, senior leadership in schools, and the Department of Education is important for implementing the MoRE program
- MoRE champions and other stakeholders identified a range of motivations for implementing the program including a focus on students' problematic behaviours with regards to attitudes to gender and expressions of masculinity, which should be considered in further iterations of the program.

6 Participation

This chapter considers the demographics and role of nominated MoRE champions and how schools have received the training. While section 6.1 focuses on the attendance profiles of MoRE champions at the two-day training and their demographics, section 6.2 focuses specifically on active engagement with the Victorian MoRE Schools Pilot.

6.1 Who are the MoRE champions being nominated by schools?

Box 6: Key findings (and sections) under this research question

- MoRE champions are predominantly women and between 31 and 50 years old, but the proportion of men MoRE champions is relatively higher than the broader Victorian education workforce
- Half of MoRE champions are classroom teachers and 15% are leading teachers and learning specialists
- Of MoRE champions in leadership positions, the majority are women, and this proportion is higher than the proportion of women in leadership positions than the broader Victorian education workforce
- MoRE champions generally have a strong interest in the topic, have engaged in previous professional development, believe they have a high level of influence in their school community to bring about change, and are already doing work in their school related to Respectful Relationships, healthier masculinities and wellbeing
- MoRE champions' role, and their ability to be released for two-days of professional development, influenced their participation in the two-day training.

MoRE champions are predominantly women and between 31 and 50 years old, but the proportion of men MoRE champions is relatively higher than the broader Victorian education workforce

While there were a range of ages represented by MoRE champions nominated by schools, 60% were aged in their 30s and 40s (see Chart 6.1). Further, MoRE champions primarily identified as a woman or female (see Chart 6.2), likely reflecting both the disproportionately high number of women that work in education, and the relatively high representation of women in efforts to address gender inequality and family violence.³²

However, while the education sector generally employs more women staff, with women comprising 76% of the Victorian Government Teaching Services (GTS) workforce,³³ the proportion of women MoRE champions (66%) is lower than the broader GTS workforce (76%) (see Chart 6.3). Comparatively, a higher proportion of MoRE champions were men when compared to the broader education workforce (33% compared to 24%). The pilot's dual focus on masculinities and family violence may have contributed to this, with several MoRE champions indicating during interviews that they felt there were relatively more men school staff interested in and engaging with the pilot compared to other programs and resources that focus more explicitly on family violence. For these men staff, the pilot was a stepping-stone towards engaging with the broader Respectful Relationships initiative.

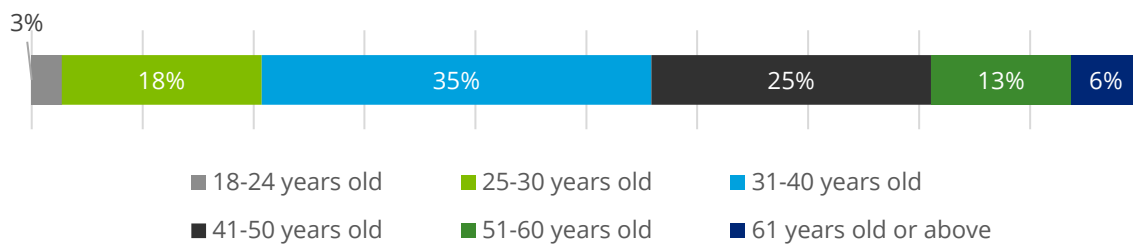
"But the thing I liked the most, I think, is compared to Respectful Relationships sessions, there were more men. More males in attendance from secondary schools and things, rather than Respectful Relationships which tend to be very female dominated in the people who rock up to the meetings." – MoRE champion



³² Cortis, N., Blaxland, M., Breckenridge, J., Valentine, K. Mahoney, N., Chung, D., Cordier, R., Chen, Y., and Green, D. (2018). National Survey of Workers in the Domestic, Family and Sexual Violence Sectors (SPRC Report 5/2018). Sydney: Social Policy Research Centre and Gendered Violence Research Network, UNSW Sydney. <http://doi.org/10.26190/5b5ab1c0e110f>

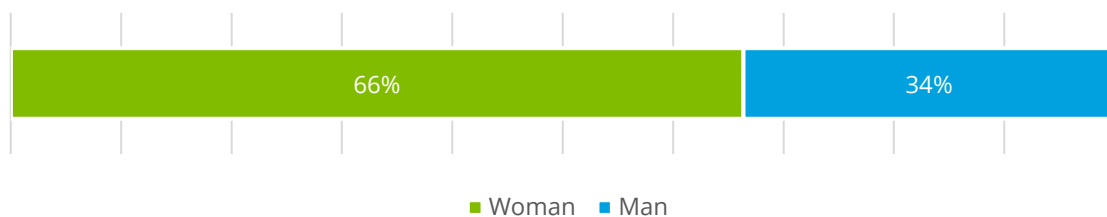
³³ Department of Education 2021, *Workplace Gender Audit 2021 Summary Report* <<https://content.vic.gov.au/sites/default/files/2022-05/det-vps-gender-audit-summary-2021.pdf>>.

Chart 6.1: 'Please select your age range'



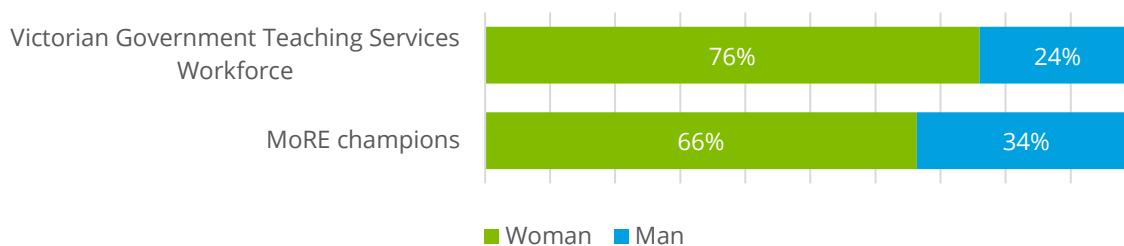
Source: Pre-MoRE survey, Q2, n = 111.

Chart 6.2: 'How do you describe your gender?'



Source: Pre-MoRE survey, Q3, n = 110.³⁴

Chart 6.3: Gender of MoRE champions compared to the broader Victorian Government Teaching Services workforce



Source: Pre-MoRE survey, Q3, n = 111; Department of Education (2021) Workplace Gender Audit 2021 Summary Report.³⁵

Half of MoRE champions are classroom teachers and 15% are leading teachers and learning specialists

Half (51%) of MoRE champions describe their role as classroom teacher, with an additional 15% of MoRE champions describing themselves as leading teachers or learning specialists who are likely to spend the majority of their time in the classroom (Chart 6.4). In stakeholder consultation, schools emphasised the importance of teachers across multiple subjects being involved to embed a whole-school approach, particularly since not all teachers are equipped to explicitly address healthier and unhealthy masculinities in the subjects they teach.



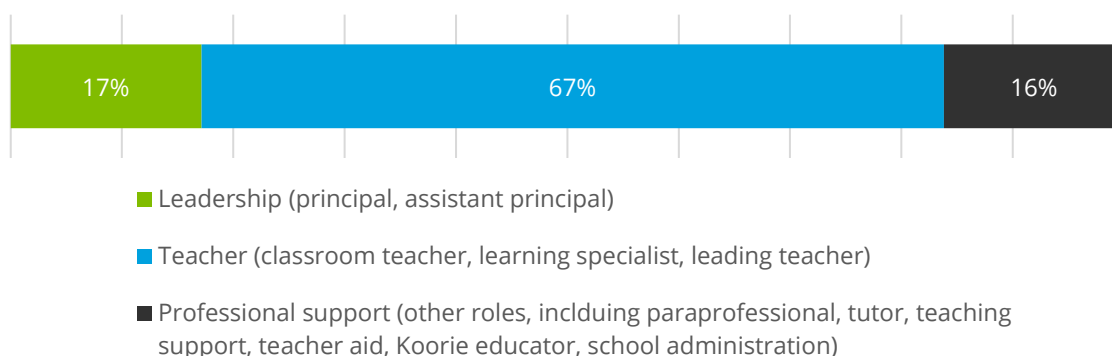
³⁴ Due to the small sample sizes of participants identifying in surveys as non-binary, preferring not to state their gender, or using a different term, they are not included in the presentation of data in graphs throughout this report. This is because drawing conclusions from a small sample is not reliable, and respondents may potentially be identifiable.

³⁵ Due to the small sample sizes of participants identifying in surveys as non-binary, preferring not to state their gender, or using a different term, they are not included in the presentation of data in graphs throughout this report. This is because drawing conclusions from a small sample is not reliable, and respondents may potentially be identifiable.

“You almost always have to use a whole bunch of teachers whose expertise is nowhere near that field. I can get a lot done with health, PE teachers, maybe psychology teachers, a bunch of English teachers, those people are used to talking in that space. Humanities, philosophy type teachers, they’re used to setting up those types of discussions. But in order to teach the whole school, I also have to have in that space, maths teachers and physics teachers.” – School leader

“MoRE champions are clearly: passionate. They come from a variety of different roles: RR leads, education support roles, all different roles from the school.” – Facilitator reflection

Chart 6.4: ‘Please indicate the title that is closest to your role’



Source: Pre-MoRE survey, Q6, n = 105.

Of MoRE champions in leadership positions, the majority are women, and this proportion is higher than the proportion of women in leadership positions across the Victorian education workforce

When broken down by role, the majority of MoRE champions who hold a leadership position, as defined by the roles of principal or assistant principal, identify as a woman (Chart 6.5). Compared to the proportion of GTS leadership in Victoria who are women, the proportion of women MoRE champions in the pilot that hold leadership positions is higher than the broader workforce.



Proportion of GTS leadership who are women:

- 44% Executive Principals
- 56% School Principals/ Liaison Principals
- 62% Assistant Principal.³⁶

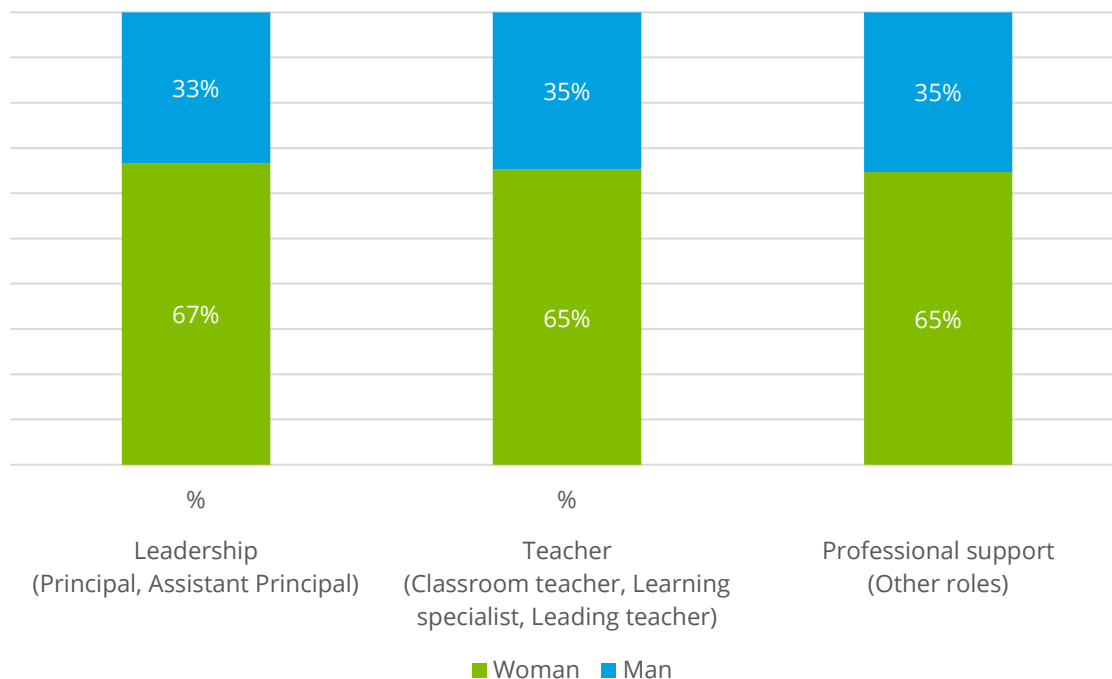
This reflects that a high proportion of those who engage in family violence work are women.³⁷ Comparatively, the proportion of women MoRE champions at a teacher level is slightly less than that in leadership, possibly reflecting the higher interest of men teachers and school staff in the pilot given its focus on healthier masculinities, men and boys, as discussed in section 6.1.³⁸

³⁶ Department of Education 2021, *Workplace Gender Audit 2021 Summary Report* <<https://content.vic.gov.au/sites/default/files/2022-05/det-vps-gender-audit-summary-2021.pdf>>.

³⁷ Cortis, N, Blaxland, M, Breckenridge, J, et al. 2018, ‘National survey of workers in the domestic, family and sexual violence sectors (SPRC Report 5/2018)’, *Sydney: Social Policy Research Centre and Gendered Violence Research Network, UNSW Sydney*.

³⁸ Teacher is here defined as the roles of classroom teacher, learning specialist and leading teacher.

Chart 6.5: 'How do you describe your gender?', by role category



Source: Pre-MoRE survey, Q3, Q6, n = 105.³⁹

MoRE champions generally have a strong interest in the topic, have engaged in previous professional development, believe they have a high level of influence in their school community to bring about change, and are already doing work in their school related to Respectful Relationships, healthier masculinities and wellbeing



Most MoRE champions (65%) have previously participated in professional development in the area of gender inequality and family violence in the past five years, with only 35 per cent stating that they had not.

When asked to specify the training provider of the professional development, where MoRE champions could recall them, Respectful Relationships was the most commonly cited provider. As discussed in section 5.1, strong engagement with the Respectful Relationships workforce enabled implementation of the pilot in schools. For many schools that were engaged with and participating in the pilot, they had existing interest in gender inequality and family violence and were often well progressed in their Respectful Relationships journey. As such, it can be expected that staff within these schools, particularly those nominated as MoRE champions, would have engaged previously with Respectful Relationships content and received some professional development through Respectful Relationships, and had previous engagement with the Respectful Relationships workforce. However, as a result, some schools that were more mature in their Respectful Relationships journey reported during stakeholder consultation that they were not as challenged by the UMB workshops or MoRE training as anticipated.

Furthermore, MoRE champions have a high level of influence in their school community to change attitudes and behaviours relating to masculinities and what it means to be a man (Chart 6.6). Stakeholder interviews with MoRE champions indicated that often, members of staff who were nominated to be MoRE champions either were more senior in role or had the capacity and ability to work within their school to change attitudes

³⁹ Due to the small sample sizes of participants identifying in surveys as non-binary, preferring not to state their gender, or using a different term, they are not included in the presentation of data in graphs throughout this report. This is because drawing conclusions from a small sample is not reliable, and respondents may potentially be identifiable.

and behaviours relating to masculinities. As such, the MoRE champions often support or take leadership roles within their school or within student wellbeing. This validates the identification of the enabling condition of senior leadership buy in as discussed in section 5.1.

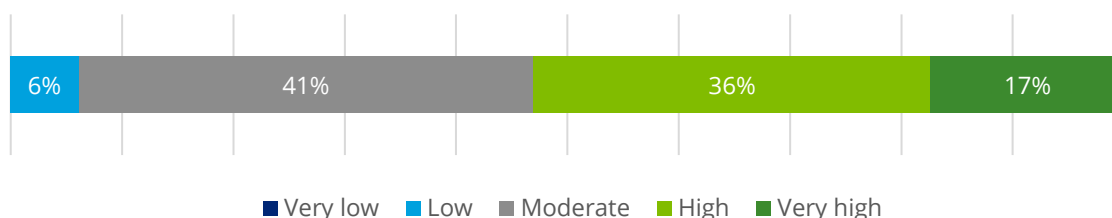
During interviews, MoRE champions generally indicated that they had an existing role within Respectful Relationships, healthier masculinities and wellbeing, and were often already doing work in their school related to this topic. Many had time specifically allocated to Respectful Relationships or related work within their weekly resourcing through their existing role. This supports the design of the pilot, where the MoRE champion, equipped with learnings from the two-day training, could go back to their school and be a catalyst for change in attitudes and behaviours related to masculinities and what it means to be a man through being a role model to other staff and students. To effectively create change in this way, MoRE champions needed the ability to act in their school beyond the pilot – their existing roles provided an avenue for this.

Furthermore, MoRE champions often had an existing passion and interest in either gender inequality and family violence, or working with men and boys. This had often been cultivated either through their informal experience in working with their students over their career, or through their roles and responsibilities in their school.

“It was nice that they were sharing something they were as passionate about as I was. They really met that feeling, and that was probably for most of the room. Even the other attendees, it was one of those courses where everyone was keen to make a change. You walked out of there thinking, we can do this, we can get this done.” – MoRE champion

“Both our staff who attended were both well on the bandwagon. I mean, they didn’t need to be convinced. But it probably wasn’t all that well timed for us because we’d so recently done the healthy masculinity stuff and so on. So for them it was a bit repetitive, honestly, like they’d seen it before. And so they were quite willing, but I don’t think they felt that they learned much, they sort of weren’t pushed very much in that space.” – School leader

Chart 6.6: ‘What is your level of influence within your school community to bring about change in attitudes and behaviours related to masculinities/what it means to be a man?’⁴⁰



Source: Pre-MoRE survey, Q22, n = 98.

MoRE champions’ role, and their ability to be released for two-days of professional development, influenced their participation in the two-day training

Compared to the three UMB online workshops, relatively more staff in leadership roles and professional support, and fewer staff in teaching roles, participated in the two-day training as MoRE champions (Chart 6.7). As such, existing roles are likely to influence their participation in the pilot, as described in section 6.1.



When considering the types of responsibilities across the three different groups of roles, teachers generally spend more time in the classroom than school staff in leadership roles or professional support, which includes paraprofessionals, tutors (Tutor Learning Initiative), language assistants, teaching supports, teacher

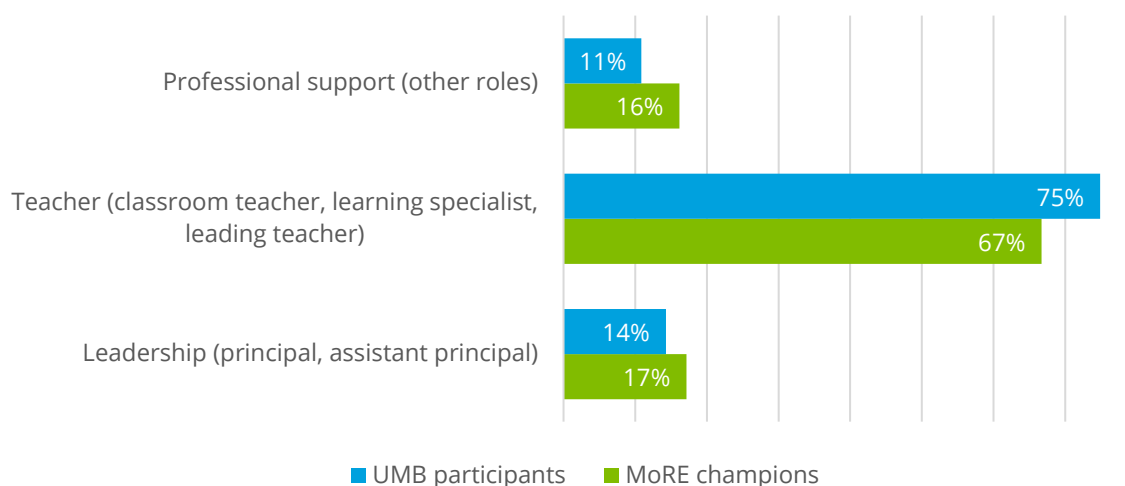
⁴⁰ Survey respondents were asked how much they would rate themselves against the question on a scale of very low to very high.

aids, librarians and technicians, Koorie Educators, business managers and school administration. The increased participation of professional support and leadership among MoRE champions is therefore likely to reflect their ability to be relieved from their day-to-day responsibilities for the two-day training. For teachers, this would require gaining access to relief teachers, which as discussed in section 5.1, has been a barrier to implementation of the pilot. This was highlighted as a challenge by some MoRE champions during interviews. These time and capacity challenges were also reflected through MoRE champion engagement with the HMLCs, where MoRE champions felt that their busyness and lack of time impeded their ability to continue to engage with this phase of the pilot, even if they had been released from their normal duties for the two-day training. This was compounded for professional support staff who often did not work full time and could not attend the HMLCs which fell on days they did not work.

“It was really hard to get me released for that MoRE project. PLs and the principal class were okay because they don’t have a class, but I’m a health and physical education teacher. So it was hard to get that time I guess.” – MoRE champion

“The chats with the MoRE team themselves, they were really beneficial and we had a great check-in. Not many people attended, which was a shame.” – MoRE champion

Chart 6.7: Role grouping of UMB participants compared to MoRE champions



Source: Post-UMB survey, Q6, n = 175; Pre-MoRE survey, Q6, n = 105.

6.2 What factors influenced MoRE champions’ participation?

Box 7: Key findings (and sections) under this research question

- MoRE champions were able to actively participate when they could immerse themselves in the pilot
- Group attendance supported MoRE champions’ engagement with the two-day training
- Leadership support better enabled MoRE champions to engage with the pilot.

MoRE champions were able to actively participate when they could immerse themselves in the pilot

MoRE champions were better able to engage with and participate in the pilot when they could completely immerse themselves in what they were learning and remove distractions they would normally experience during professional development. This was enabled through the two-day training design, which was offsite, in person and intensive in nature, as compared to shorter, weekly sessions at the end of the school day over a number of weeks, or the hybrid delivery of the three UMB workshops, where MoRE champions suggested it would be easier to switch off and disengage with the content. The engaging nature of presenters, collaborative nature



and structured approach to the two-day training supported MoRE champions' ability to immerse themselves in what they were learning also.

"I think that being able to go away for a couple of days was really beneficial to really immerse ourselves in the program. So if that's something that can continue, I think that would be really beneficial. I know it's more costly, and I know that it's an impact on families. But I think we know that when we immerse ourselves into something and we really give ourselves an opportunity to embrace the learning you can go deeper with it." – MoRE champion

"Just having the two days set aside. Because we get very busy, and I'll be honest, once you do PDs at the end of Monday, when the teachers are tired at 4:30, they don't really listen." – MoRE champion

Attending with colleagues supported MoRE champions' engagement with the two-day training

In addition to MoRE champions' shared interest in gender inequality and family violence, their ability to attend the two-day training with two to three other colleagues from their school enhanced their engagement with the pilot itself.

Attending with other colleagues enabled a level of solidarity between MoRE champions that was sustained when they returned to their school. This particularly supported MoRE champion participation beyond the two-day training as they sought to engage the broader school and model and share what they had learnt with other colleagues and staff.



"We find in things for schools that a couple of people will go off to do a training or one person will go off to a training and come back with all this great knowledge and excitement, and no one else has been there. So being able to go with others and then come back and share initially with our leadership team, then our next level of leadership team and then the whole staff, allowed us to suppose drip feed information back in a way that wasn't overwhelming, but didn't mean it was just us with the knowledge." – MoRE champion

Leadership support better enabled MoRE champions to engage with the pilot

Where school leadership supported work to address gender inequality and family violence, MoRE champions were better able to successfully engage with and participate in the pilot. MoRE champions who were released from their day-to-day responsibilities to participate in the pilot often cited their school leadership's support as a key factor in this occurring.

The Respectful Relationships workforce also observed this, noting that where the principal teams backed the pilot, MoRE champions were more effective in enacting change when they returned to their school. During interviews, MoRE champions in schools where they had the support of school leadership believed they were more effectively able to engage with their learnings from the pilot and implement change because it was already embedded in what the school did. As such, the schools' values aligned with the professional development the MoRE champion had engaged with, and successful change was easier to implement. However, for some MoRE champions, this limited their engagement with the HMLC phase of the pilot, because they felt sufficiently supported by their school and leadership to enact change, without requiring the additional support of The Men's Project.



"So I think where the success is, is really with school leadership [buy-in], and we've got the principal team really backing the program and even one of my lead schools that have been doing some great stuff and they've been involved from the beginning." – Respectful Relationships workforce

"It's a bit of a running theme it is that there's not a huge support from leadership." – MoRE champion

"So I'd say that, for schools, that's a real issue, if you've got a very committed staff, but you haven't got leadership support that's going to be a big problem." – Respectful Relationships workforce

"A lot of them are classroom teachers. So if you haven't got that leadership support to allow these teachers time to plan for bring to and actually attend our communities of practice in whatever that's going to look like for our cohort. You know, we have a new agreement. Yes, definitely some on our list are outside of the

classroom and will have an opportunity under their portfolio as a well-being leader or so on.” – Respectful Relationships workforce

6.3 How has the training been received by the schools?

Box 8: Key findings (and sections) under this research question

- Overall, the pilot is useful for schools’ context, depending slightly on their motivation for engaging with the pilot and their Respectful Relationships journey
- The focus on masculinities and the implications of the ‘Man Box’ for men and boys was perceived to encourage engagement with the pilot and the Respectful Relationships initiative more broadly, particularly from families and communities
- There was some confusion in schools’ expectations of the pilot and how each of the phases contributed to the overall program
- Stakeholders cited the need for more resources and tangible plans to apply to the classroom following the UMB workshops
- MoRE champions held mixed views on the usefulness of the HMLCs as they were implemented.

Overall, the pilot is useful for schools’ context, depending slightly on their motivation for engaging with the pilot and their Respectful Relationships journey

Most school leaders surveyed believed the pilot was ‘suitable and fitting’, with 82% agreeing or somewhat agreeing with the statement.

Further, 64% agreed there was clear value in participating in the pilot (Chart 6.8) reflecting schools’ belief that the pilot is useful for them. This view was held by UMB participants following the online workshops, and MoRE champions following the two-day training and HMLC process also, with the majority agreeing that they thought the respective pilot element was worthwhile and that they would recommend the program (Chart 6.9 and Chart 6.10). Compared to the other phases of the pilot however, it is clear that the two-day MoRE training was much more well received, with 90% of MoRE champions agreeing the particular phase of the pilot was worthwhile (Chart 6.9).



“It was nice to have everyone who presented on the day [two-day MoRE training] didn’t feel like they were teaching me anything. They were sharing something they were as passionate about as I was, like, they really met that feeling and, and that was probably for most of the room.” – MoRE champion

“And I think that the presenters were the key to it, because the all the information is confronting and the information could be off putting to people really, really quickly. And the guys did a sensational job face to face of presenting it and allowing discussion to happen.” – MoRE champion

“In fact, we sat down the first night, the majority of us went out for dinner together. And we had great chats that way. So that is something that goes back to the two days and being away, it gives you that opportunity to connect on a deeper level.” – MoRE champion

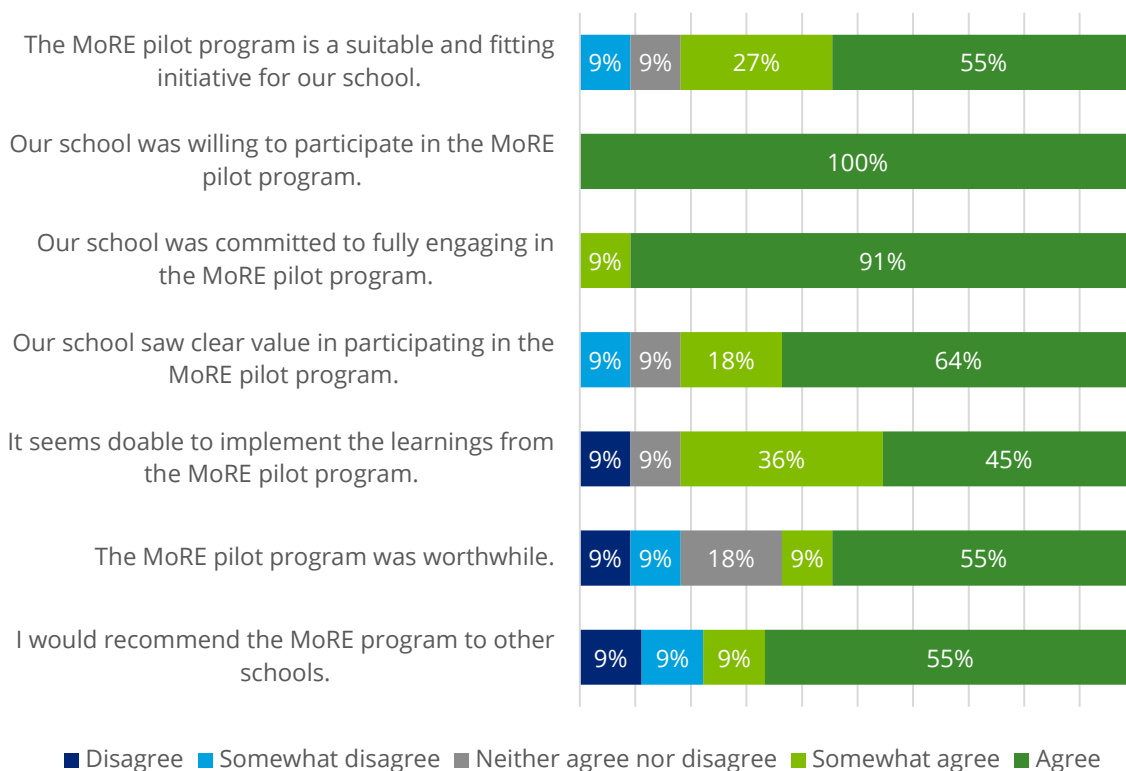
However, stakeholder interviews and survey responses indicate that while many schools believed the pilot was useful, appropriate, and feasible for their context, some felt they were more advanced in their Respectful Relationships journey than the level the pilot was targeted towards, particularly following the UMB workshops. This seems to be reflected by the variance in schools’ expectations for what the pilot would provide, particularly given it built on and complemented implementation of the whole-school approach to Respectful Relationships, as well as the variance in how doable schools believe it is to implement learnings from the pilot. This spectrum generally reflected how experienced schools were in their Respectful Relationships journey, with more mature schools indicating during interviews and survey comments that the learnings were more actionable to implement than schools less experienced in their Respectful Relationships journey.

“It felt more like a revision or refresher. Like they really probably needed an advanced course” – School leader

While motivations to participate in the pilot varied, 100% of school leader respondents were ‘willing’ to participate in the pilot, and most of these also ‘committed’ (Chart 6.8). This aligns with the timing of the survey data collection, where only those that completed the pilot completed it, and those who withdrew were not asked to participate in the survey.

“I think the way that the pilot fit with RR, so rather than saying that, you know, here’s another thing that the pilot does, to the RR work already, and so they complement each other, they support each other. The more you do in one space, the more improving we have seen another space. And so schools who already had been implementing RR are able to more easily implement some of the ideas that they came up with from the pilot. And it built on stuff that was already there.” – Respectful Relationships workforce

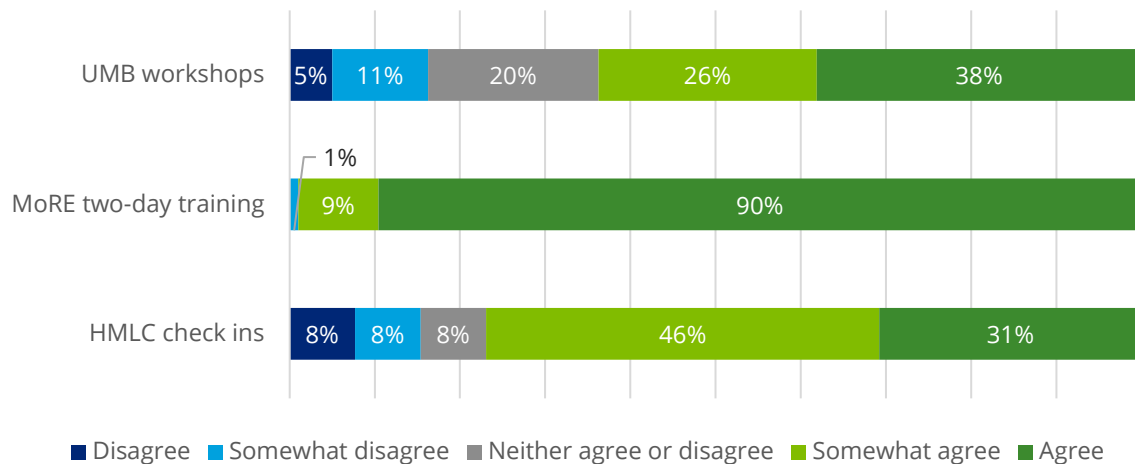
Chart 6.8: School leader perceptions of the pilot⁴¹



Source: Post-HMLC (school leaders) survey, Q8, n = 11.

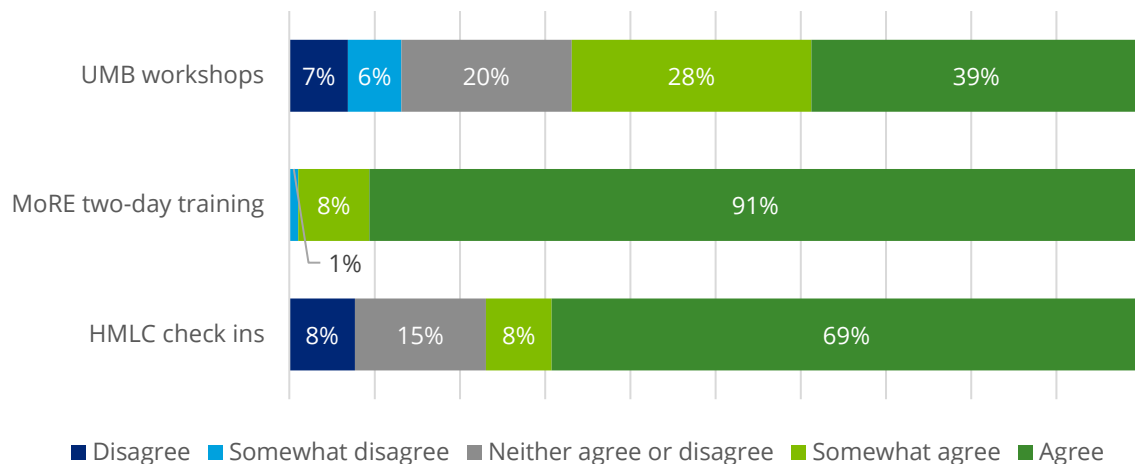
⁴¹ Survey respondents were asked how much they agree or disagree with the following statements.

Chart 6.9: 'The sessions, training check-ins or pilot were worthwhile'⁴²



Source: Post-UMB survey, Q18, n = 160; Post-MoRE survey, Q27, n = 96; Post-HMLC (MoRE champions) survey, Q15, n = 13.

Chart 6.10: 'I would recommend this program to a colleague or other school who was considering furthering their skills in promoting healthier masculinities'⁴³



Source: Post-UMB survey, Q18, n = 160; Post-MoRE survey, Q27, n = 96; Post-HMLC (MoRE champions) survey, Q15, n = 13.

The focus on masculinities and the implications of the 'Man Box' for men and boys was perceived to encourage engagement with the pilot and the Respectful Relationships initiative more broadly, particularly from families and communities

The pilot's messaging on the implications of the 'Man Box' rules and consequent harms to men and boys, as well as women, girls, and non-binary people, was perceived by schools to support engagement with the topic. Schools felt the content was more accessible to students and staff across varied community contexts who may not immediately engage with gender inequality and family violence issues or be hesitant to engage



Pilot phase source Data

⁴² Survey respondents were asked how much they agree or disagree with the statement when thinking about the particular phase of the pilot.

⁴³ Survey respondents were asked how much they agree or disagree with the statement when thinking about the particular phase of the pilot.

with them. By acknowledging the harms to men and boys in restricting their capacity to be their authentic selves, schools believed the pilot was better able to connect with the personal experiences of students and staff across community contexts, and therefore, provide a safe platform to critically examine and challenge unhealthy masculinities and how broader gender inequalities drive problematic behaviour, family violence and social harms for people of all genders.

The pilot has helped schools to explain to their communities what the Respectful Relationships initiative seeks to target more broadly and engage the school more holistically. Schools perceived the likely pushback from families and communities to be less for healthier masculinities topics than other areas of Respectful Relationships. The dual focus on masculinities and the impact on family violence enabled schools to articulate that such programs support boys and men in schools to prevent them becoming people who use violence.

The quotes below demonstrate schools' interest in being able to discuss Respectful Relationships through a lens that also considers the impacts of unhealthy masculinities on men and boys. They also reflect some conflicting motivations around the ultimate purpose of the program (for example, reducing family violence as opposed to improving men's mental health). Importantly, the pilot is designed to emphasise the primary objective of reducing family violence, in line with research on gender-transformative programs that indicates that this critical objective should remain clear within programs that focus on engaging men and boys.⁴⁴ Overall, engaging men and boys has been an important enabler of pilot participation and engagement, allowing schools to engage more deeply with issues around family violence.

“Doing some of the MoRE stuff, it's flipped a little bit where we're talking about men, boys' health and girls' health. I think that the boys are more engaged rather than just sitting there going, Oh, here's another session about how we suck.” – MoRE champion

“I think it's filled that gap. So when we when we talk about respectful relationships, there is a gender lens with it. And so we do talk about the 95% of all violent interactions being done by a male perpetrator. And I think that there's a lot of good that comes because of that. And so I think that the pilot gave schools the capacity to say that they were doing something to support students so that they weren't becoming perpetrator.” – Respectful Relationships workforce

“I think one thing I've noticed through Respectful Relationships, which is a wonderful program, but it's all violence against a woman and we've had a lot of pushback, because what about men? What about boys and we even get our students saying, What about boys? We get bullied too. We suffer too. And I think assuming why there were a lot more male teachers is the fact that it was for men's mental health, and that it was from The Men's Project.” – MoRE champion

There was some confusion in schools' expectations of the pilot and how each of the phases contributed to the overall program

School leaders were generally less sure that the pilot met their schools' expectations, with 18% disagreeing or somewhat disagreeing, and another 18% neither agreeing nor disagreeing (Chart 6.11). This is supported by the



interviews and survey comments, which highlighted that the Respectful Relationships workforce may not have marketed the pilot to schools clearly, and some schools felt they had already engaged in other programs that overlapped and provided similar value. Due to the complexity in the process required to engage schools initially, there was confusion on what the pilot would provide through its different phases, what was expected to be achieved throughout each phase, or how the professional development received through the pilot would complement existing Respectful Relationships professional development and curriculum and teaching

⁴⁴ Flood, M 2015, 'Work with men to end violence against women: a critical stocktake', *Culture, health & sexuality*, 17(sup2): S159-S176; The Men's Project, Flood, M 2018, *The Man Box: A study on being a young man in Australia*, Jesuit Social Services: Melbourne; Elliott, K, Roberts, S, Ralph, B, et al. 2022, *Evaluating programs aimed at gender transformative work with men and boys: a multicohort, cross-sector investigation*, Melbourne, The Victorian Health Promotion Foundation; Waling, A 2019, 'Problematising 'Toxic' and 'Healthy' Masculinity for Addressing Gender Inequalities', *Australian Feminist Studies*, 34(101): 362-375.

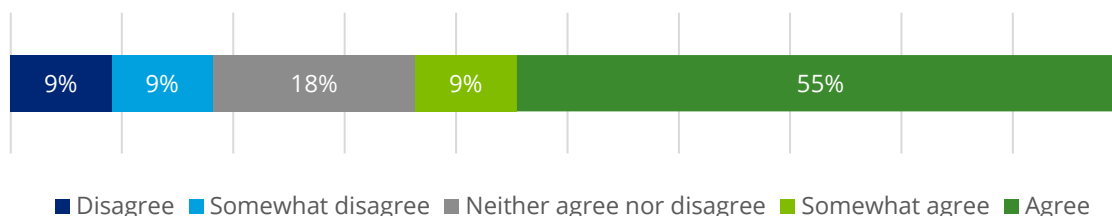
resources. During interviews, a number of interviewees were unable to distinguish between different phases of the pilot, or were confused with which part of the pilot was which.

This illustrates the need to clearly communicate purpose and expectations of the pilot to schools if continued, particularly in the context of Victoria, where there are numerous activities, resources, and learning packages available to support Respectful Relationships, healthier masculinities and wellbeing in schools. Clearer promotion will allow schools to strategically decide how each program they engage in or resource they use interconnects and aligns with others. This was emphasised by members of the Respectful Relationships workforce.

“So then what happened was then when we did this training [UMB workshops], there was a lot of overlap. But this training, we did this training with our new staff, that staff that were new to the school, even though I had done the previous training, I did it with them. And I found that there was a lot of overlap between the two [the pilot and previous healthier masculinities program the school had engaged with].” – MoRE champion

When these alignments and connections were clear to participants, the pilot’s overlap with Respectful Relationships and other wellbeing and healthier masculinities programs reinforced learnings for participants.

Chart 6.11: The MoRE pilot program meets our school’s expectations⁴⁵



Source: Post-HMLC (school leaders) survey, Q8, n = 11.

Stakeholders cited the need for more resources and tangible plans to apply to the classroom following the UMB workshops

Many stakeholders believed the UMB workshops needed to be better tailored to the context of each school, the scenarios they manage in the classroom and broader student attitudes. While generally the participants’ knowledge of masculinities and the ‘Man Box’ expanded, they expressed a need for more tangible approaches, strategies and resources to take action in their school on a day-to-day basis. Partly, this was a result of:



- schools perceiving themselves as advanced in the area of gender inequality and family violence as Respectful Relationships lead schools
- the diversity in challenges faced by primary and secondary schools
- the confusion in expectations by schools of what the UMB workshops were designed to provide, as opposed to the two-day MoRE training, and how the program as a whole complemented existing Respectful Relationships curriculum and teaching resources, as discussed earlier in this section.

Further, MoRE champions perceived the UMB workshops to be relatively less useful than the two-day MoRE training and other aspects of the pilot, which, as indicated during stakeholder interviews, were more tailored to the school and tangible in application of learnings.

“I did not feel as though I was actually given any methods or resources to promote healthier masculinities. I do not feel like I have come away with any concrete resources, just a more in-depth knowledge of the stats related to family violence and violence in general.” – UMB participant

⁴⁵ Survey respondents were asked how much they agree or disagree with the statement.

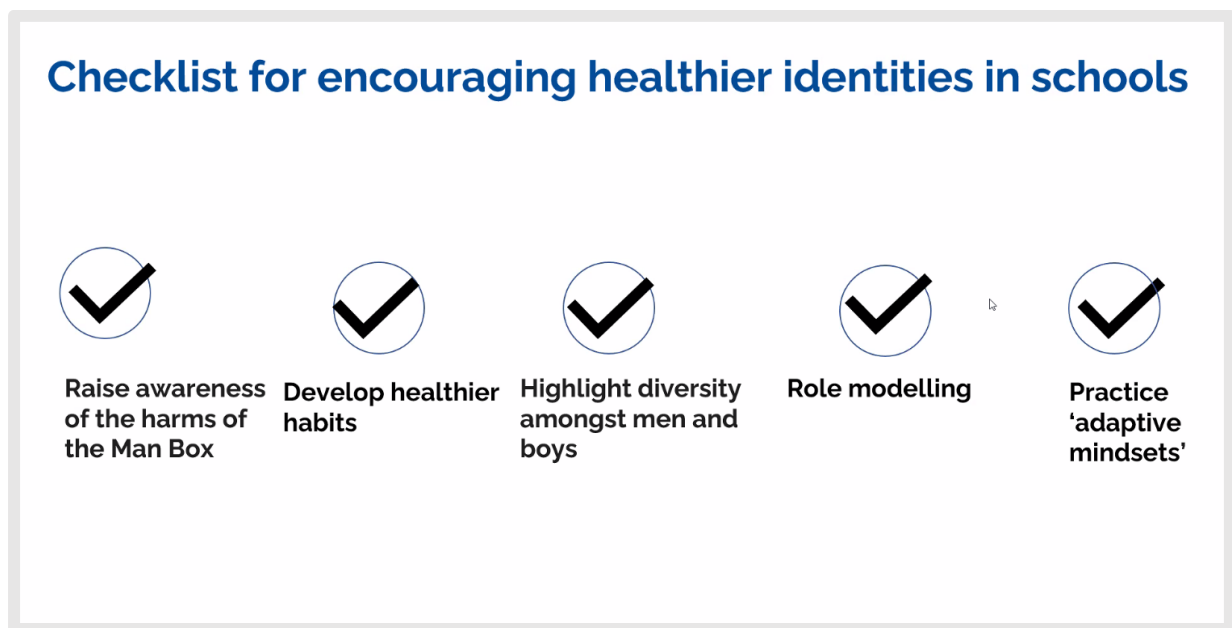
“I think I was looking for a little bit more with the training [workshops]. While I love the theoretical aspects, I was looking for some more practical elements of how we can, you know, implement things within our school community. And that came when we did the two-day training, that came from talking to people in the room and not necessarily from the program.” – MoRE champion

“I think more hands on/ scenario based around actual school encountered experiences as a solution resource for teachers would be good.” – UMB participant

“More opportunities to engage with the content were needed. More scenarios, opportunities to discuss actions and gather feedback on how issues could be resolved/challenged.” – UMB participant

The above comments regarding the UMB workshop series highlight an appetite from school staff to receive professional development that goes beyond awareness raising. This supports the need for staff to participate in skill and confidence building initiatives, such as the MoRE training, that provide space for active conversations and action planning.

Figure 6.1: Example slide from Unpacking the Man Box workshop



Source: The Men’s Project.

MoRE champions held mixed views on the usefulness of the HMLCs as they were implemented

Some MoRE champions perceived the HMLCs as useful in supporting action in their school. For those who attended the HMLCs, email support was considered most helpful, followed by phone check-ins and then the online learning community (see Chart 6.12).⁴⁶

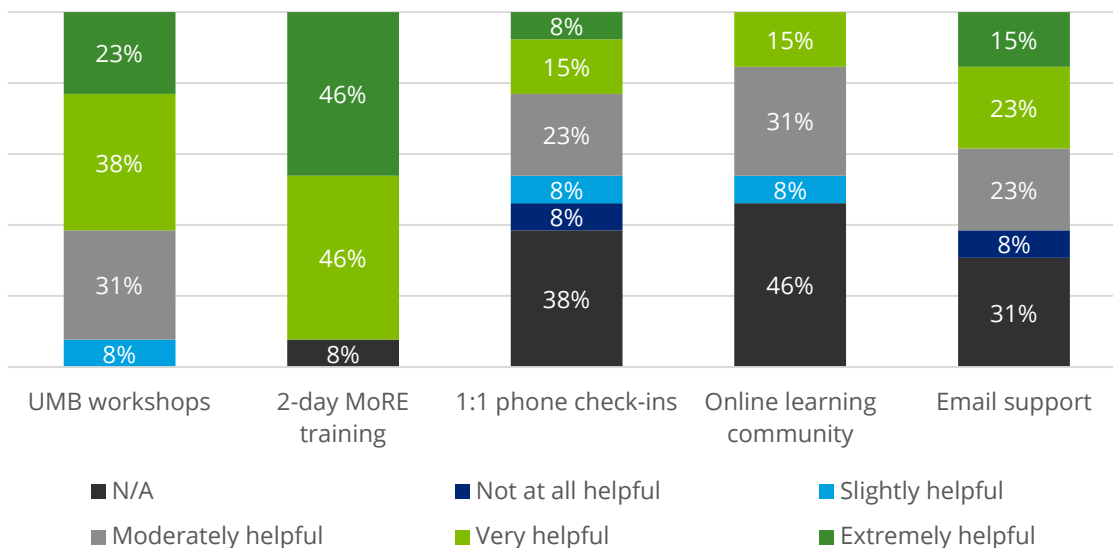


However, many MoRE champions did not perceive it as useful, with some variance in views by cohort, and a number simply not engaging with it. For example, only 29% of those who participated in the online learning community aspects of the HMLCs found them very or extremely helpful. Of those MoRE champions who did not engage with this phase of the pilot, a number saw its value in theory, but could not feasibly commit, citing capacity constraints, logistics, and low priority as reasons. The value of keeping in touch with schools was also emphasised by the Respectful Relationships workforce. Cohorts earlier in the implementation of the pilot generally found the HMLC phase to be less useful, particularly where other schools had not implemented any change and there was limited information sharing. The HMLCs needed to better support

⁴⁶ These represent small sample numbers due to many MoRE Champions not participating in some aspects of the HMLC

MoRE champions in remaining accountable, which further iterations of this phase supported, as discussed in section 7.3. Further, some MoRE champions felt they were sufficiently confident enough to enact change in their schools without the need for additional support through the HMLCs.

Chart 6.12: ‘How helpful were the following to your role as MoRE champion?’



Source: Post-HMLC (MoRE champions) survey, Q17, n = 13.⁴⁷

“So maybe if there was an online check-in or something, I’m not sure that was offered to the forum. Like I said, I didn’t actually engage with the forum but yeah, maybe just something to jump on to now reinvigorate us.” – MoRE champion

“It felt a bit more like a group of people justifying why they hadn’t done what they had said that we’re going to do like it...And so it just it didn’t feel good. When we’re in the room, it was really keen. And then it’s like, half of us went back to schools and went, everything else got in the way. And so then the one that I was at wasn’t as informative because there wasn’t as much feedback, it was a lot of oh, we haven’t because this happened or we’ve had a musical or we’ve, for whatever reason.” – MoRE champion

“I didn’t mind the WebEx setup at all, I found it quite easy to use, but there wasn’t a lot of time. But again, that might go back to accountability. Like, maybe having, genuine conversation with very specific, like, what activities have you had, what worked? What didn’t work so that you you’re actually having to think about it and keep yourself accountable on there?” – MoRE champion

Box 9: Implications of this research domain for the future of the MoRE program

- There is an identified need for a program such as the MoRE program in the schools that engaged with the pilot, providing justification for testing further interest and need from other schools
- To truly embed a whole-school approach, future iterations of the program should continue to engage all levels of staff as MoRE Champions.
- Tangible and tailored program resources such as classroom activities, plans and case studies should be incorporated as early as the UMB workshops so that stakeholders can better apply learnings to specific school and community contexts
- The Phase 4 HMLCs would benefit from further iterations and testing; current learnings should be incorporated to evolve this phase of the model.

⁴⁷ N/A refers to participants who did not use or attend this feature of the Victorian MoRE schools pilot. Survey respondents were asked to rate each part of the pilot in the context of their experience of the entire Victorian MoRE Schools Pilot program.

7 Early outcomes

This chapter considers the early outcomes of the Victorian MoRE Schools Pilot for participants in the program, starting with all school staff (phase 2) and then MoRE champions (phases 2, 3 and 4).

Theory of Change: considering early outcomes and impact

Impact is considered across multiple areas: it does not just look at outcomes as ‘actions’ taken by participants, but in MoRE champions’ self-reported changes in understanding and engagement with the topic of healthier masculinities. This reflects a best practice principle of gender transformative programs: to recognise ‘the practitioner in the practice’, meaning a reflexive approach where practitioners challenge their own biases.⁴⁸

“‘Stop, centre yourselves.’ We as teachers often want to have quick gimme [sic] activities. But you need to think about this in relation to yourself, because it will influence how you show up in the classroom. What made you want to become a teacher, who were the role models that influenced you being here.” – Facilitator reflections

It also follows the Prosci theory of change model ADKAR (awareness, desire, knowledge, ability, reinforcement, see 4.2).⁴⁹ This means that awareness can be seen as the first step towards changing more impactful outcomes, and that participants’ intentions, beliefs, confidence, and skill level can be seen on a spectrum of longer term outcomes.

There are therefore multiple indicators and levels of impact, from knowledge that the issue exists, an interest or desire to act on it, better understanding and confidence of how to act on it, and the skill to do so. It is important to note that even increased awareness is a successful outcome, as it can be seen as a key enabler of other outcomes. The socioecological Theory of Planned Behaviour (section 2.2) complements the ADKAR framework, demonstrating that individuals’ attitudes towards action, influenced by their awareness and knowledge of the issue, and their perceived ability to act, influenced by their skill level and confidence to act, contribute to the likelihood they will change behaviour.

0 indicates how the ADKAR change model corresponds to pilot elements and indicators from the surveys, with each row acting as a precursor to the next element of change. This chapter explores in further detail the early outcomes of the pilot on these elements for MoRE champions, and to a lesser extent, those who participate in the UMB workshops only.

⁴⁸ Gupta GR, 2000, ‘Gender, sexuality, and HIV/AIDS: the what, the why, and the how’, Canadian HIV/AIDS policy & law review, 5(4): 86–93; Women’s Health Victoria (2019) *Towards gender transformative practice: A guide for practitioners*

⁴⁹ Prosci, ‘The Prosci ADKAR® Model | Prosci’ <<https://www.prosci.com/methodology/adkar>>

Table 7.1: ADKAR elements mapped to pilot early outcomes

| ADKAR Element | Corresponding pilot elements | Corresponding indicators from pilot surveys |
|---------------|---------------------------------|---|
| Awareness | Unpacking the Man Box Workshops | Increased understanding of the links between healthier and unhealthy masculinities, and their links with family violence (UMB depth) |
| Desire | Two-day MoRE champion training | Increased intention to act |
| Knowledge | | Increased understanding of the links between healthier and unhealthy masculinities, and their links with family violence (MoRE depth) |
| Ability | | Increased skill level to act Increased confidence to act |
| Reinforcement | HMLC | Participation in the HMLCs Development and implementation of action plans |

Source: Deloitte Access Economics using Prosci: ADKAR model.

7.1 What impact does the program have on staff who attend Unpacking The Man Box workshops?

Box 10: Key findings (and sections) under this research question

- Most staff who attend the UMB workshops report that the workshops supported them to build awareness of the link between unhealthy masculinities and family violence, regardless of their own gender
- Women participants reported a greater increase in their knowledge of healthier and unhealthy masculinities than men participants.
- All classifications of participants report increased confidence to challenge unhealthy masculinities in their school despite the fact that the workshops are intended to be awareness raising, and not to provide tangible actions for staff
- Professional support staff report the highest increase in confidence and intention to challenge unhealthy masculinities, from the lowest reported baseline. School leadership were most confident overall, reflecting a higher level of pre-existing confidence.

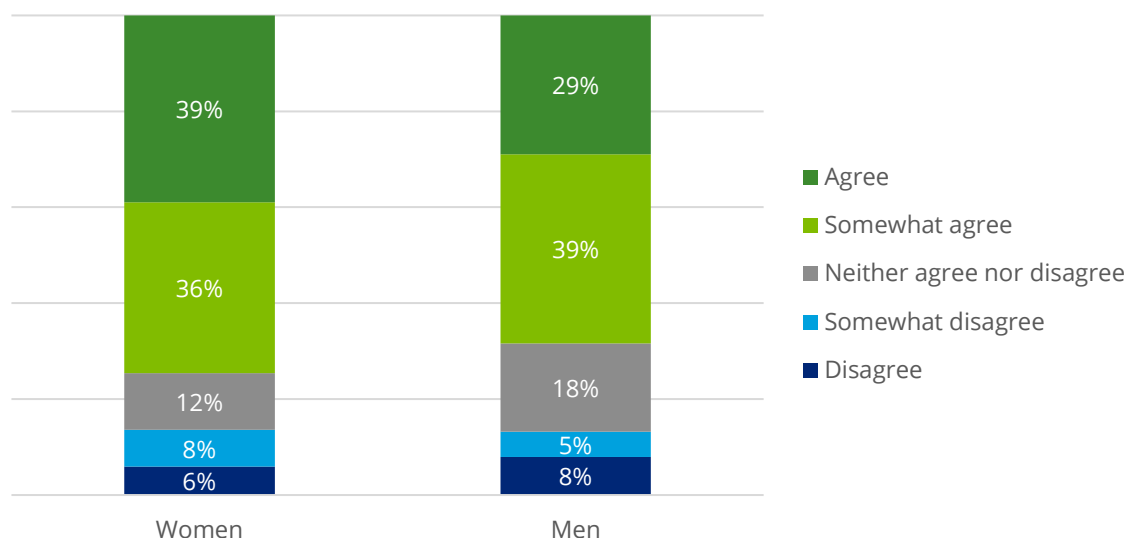
Most staff who attend the UMB workshops report that the workshops supported them to build awareness of the link between unhealthy masculinities and family violence, regardless of their own gender

72% of post-UMB survey respondents agreed ('somewhat agree' or 'agree') that the workshops deepened their understanding of the link between supporting healthier masculinities and preventing of violence against women



A majority of both men and women reported that the workshops had deepened their understanding of the link between healthier masculinities and preventing of violence against women (Chart 7.1), with a higher proportion of women reporting a change in their understanding following the workshops.

Chart 7.1: “The workshops deepened my understanding of the link between supporting healthier masculinities and preventing of violence against women.”⁵⁰



Source: Post-UMB survey, Q18_1, n=156.⁵¹

UMB participants were asked to reflect on a series of Man Box messages considering them both in terms of their own beliefs and perceived societal norms. Participants responded to 5 of the 17 Man Box messages used by The Men’s Project in their Man Box report. The 17 messages correspond to the 7 pillars of masculinity, and therefore for the pilot, responses correspond to 5 of the 7 pillars of masculinity, and 5 of the 17 Man Box messages.⁵² The statements were:

- **Statement 1:** Rigid Gender Roles – A man shouldn’t have to do household chores.
- **Statement 2:** Hypersexuality – A real man should have as many sexual partners as he can.
- **Statement 3:** Self-Sufficiency – A man who talks a lot about his worries, fears, and problems shouldn’t really get respect.
- **Statement 4:** Aggression and control – Men should use violence to get respect if necessary.
- **Statement 5:** Heterosexuality and Homophobia– A gay guy is not a “real man”.

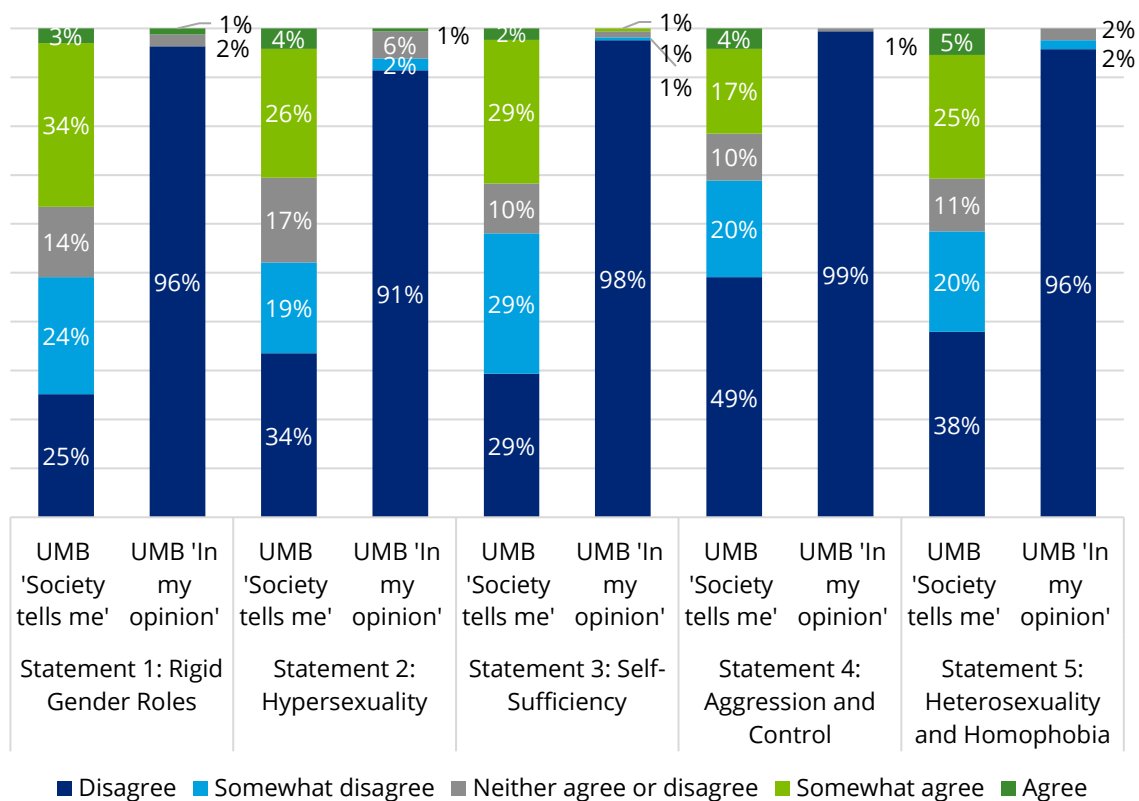
The wide gaps between participants’ own opinions and the messages people receive from society (Chart 7.2) show that many participants did not perceive themselves to be ‘in the Man Box’, and that they are aware of strong societal norms around unhealthy masculinities. UMB participants were not surveyed before the workshops, so it is unclear the extent to which the gap can be attributed to the workshops or the participants’ pre-existing beliefs.

⁵⁰ Survey respondents were asked how much they agree or disagree with the statement.

⁵¹ Due to the small sample sizes of participants identifying in surveys as non-binary, preferring not to state their gender, or using a different term, they are not included in the presentation of data in graphs throughout this report. This is because drawing conclusions from a small sample is not reliable, and respondents may potentially be identifiable.

⁵² The two pillars not included as part of the MoRE pilot survey questions are acting tough and physical attractiveness.

Chart 7.2: “Please indicate how much you agree or disagree with the following statements.”⁵³



Source: Post-UMB survey, Q8_1-5, Q9_1-5 n = 167.⁵⁴

Women participants reported a greater increase in their knowledge of healthier and unhealthy masculinities than men participants

When asked to compare their knowledge of healthier and unhealthy masculinities, from very low to very high, from before the UMB workshops to after the workshops, far more women indicated that their knowledge had increased (Chart 7.3),⁵⁵ aligning with other interventions that shift gender norm attitudes and behaviour and demonstrate that gendered outcomes exist for participants.⁵⁶ The proportion of women participants indicating that their knowledge had been ‘high’ or ‘very high’ before the workshops was similar to men participants (62% and 63% respectively). However, the proportion of women indicating that their knowledge was high or very high after the workshops rose to 95% (an increase of 33 percentage points), compared to 76% for men participants (an increase of 13 percentage points).



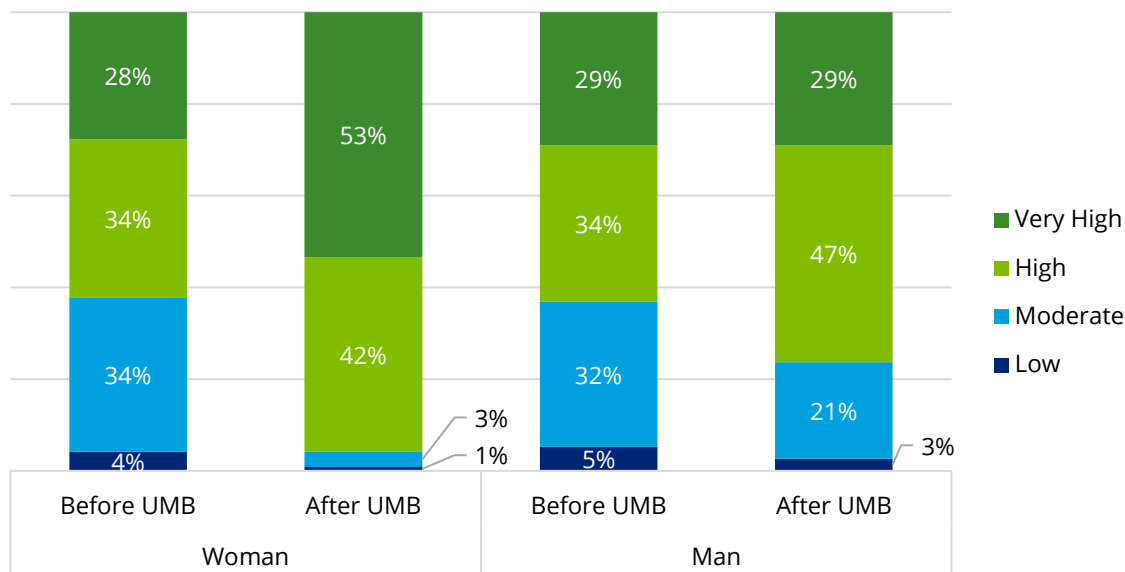
⁵³ In question 8, survey respondents were given the preamble “Thinking about messages that people receive from society, please indicate how much you agree or disagree with the following statements”. In question 9 survey respondents were given the preamble “We would like to ask you some questions about your beliefs. Please indicate how much you agree or disagree with the following statements.”

⁵⁴ Due to the small sample sizes of participants identifying in surveys as non-binary, preferring not to state their gender, or using a different term, they are not included in the presentation of data in graphs throughout this report. This is because drawing conclusions from a small sample is not reliable, and respondents may potentially be identifiable.

⁵⁵ These questions were all asked after participants had taken part in the workshops, i.e., they were reflecting on their knowledge before the workshops, having completed all three workshops.

⁵⁶ Stewart, R, Wright, B, Smith, L, et al. 2021, ‘Gendered stereotypes and norms: A systematic review of interventions designed to shift attitudes and behaviour’, *Helijon*, 7(4): e06660.

Chart 7.3: ‘How would you describe your knowledge of healthy and unhealthy masculinities (i.e., the pressures that men and boys feel to act a certain way, the impact of rigid ideas about what it means to be a ‘real’ man, the link between challenging Man Box behaviours and preventing violence against women) before/after the workshops?’



Source: Post-UMB survey, Q10-11, n = 156.⁵⁷

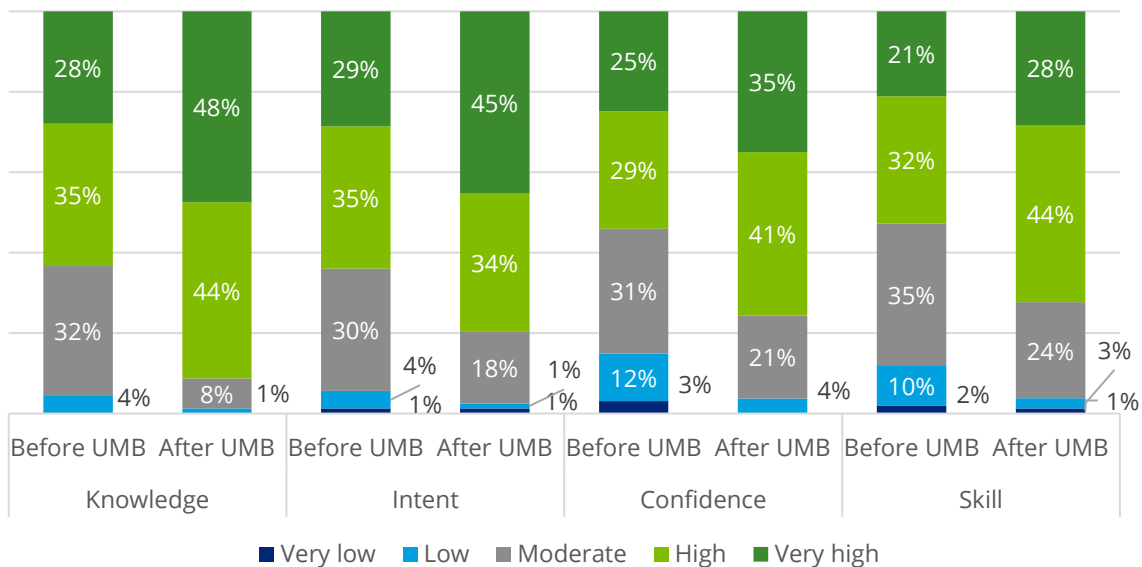
All classifications of participants reported increased confidence, skill, and intention to challenge unhealthy masculinities in their school despite the fact that the workshops are intended to be awareness raising, and not to provide tangible actions for staff



The workshops are intended to specifically raise awareness and promote understanding, rather than to inspire action. However, the workshops do include some ways in which participants can challenge unhealthy masculinities and model healthier behaviours. Participants were asked after the workshops to rate their confidence to challenge unhealthy masculinities, and/or to promote healthier masculinities within their school. They reported greater confidence to act, skill level to do so well, and intention to challenge unhealthy masculinities (Chart 7.4).

⁵⁷ This survey was undertaken after the UMB workshops, and therefore reflections ‘before UMB’ may be biased. Due to the small sample sizes of participants identifying in surveys as non-binary, preferring not to state their gender, or using a different term, they are not included in the presentation of data in graphs throughout this report. This is because drawing conclusions from a small sample is not reliable, and respondents may potentially be identifiable.

Chart 7.4: ‘How would you describe your knowledge of healthy and unhealthy masculinities before/after the workshops?’ and ‘How would you rate your intention/skill/confidence to challenge unhealthy masculinities/promote healthier identities within your school before/after the workshops?’.⁵⁸



Source: Post-UMB survey, Q10, n = 161; Post-UMB survey, Q11, n = 160; Post-UMB survey, Q12, n = 159; Post-UMB survey, Q13, n = 160; Post-UMB survey, Q14, n = 161; Post-UMB survey, Q15, n = 159; Post-UMB survey, Q16, n = 161; Post-UMB survey, Q17, n = 161.⁵⁹

Figure 7.1: Example slide from Unpacking the Man Box workshop

Model healthy behaviours and attitudes

- We want to role-model how to be a respectful, healthy, connected person.

HOW?

- **We can model the qualities ourselves**
e.g. turning off auto-pilot and being more present and aware of our actions and words
- **Make time to challenge your own perceptions of gender role**
e.g. looking for ways to flip gender roles and encourage a range of participation
- **Practice the behaviour you want to encourage**
e.g. showing appropriate feelings and emotions to our students, apologizing when we make a mistake, encouraging connections and help-seeking

Source: The Men’s Project.

⁵⁸ In the survey questions, knowledge of healthy and unhealthy masculinities is described as the knowledge of ‘pressures that men and boys feel to act a certain way, the impact of rigid ideas about what it means to be a ‘real’ man, the link between challenging ‘Man Box’ behaviours and preventing violence against women’ (Post-UMB survey); confidence is described as ‘confidence to challenge unhealthy masculinities/promote healthier identities within your school’ (Post-UMB survey); skill is described as ‘skill level when it comes to challenging ‘Man Box’ behaviours and promoting healthier masculinities within your school’ (Post-UMB survey); and intention is described as ‘intention to work within your school community to change attitudes and behaviours related to masculinity/what it means to be a man’ (Post-UMB survey).

⁵⁹ This survey was undertaken after the UMB workshops, and therefore reflections ‘before UMB’ may be biased.

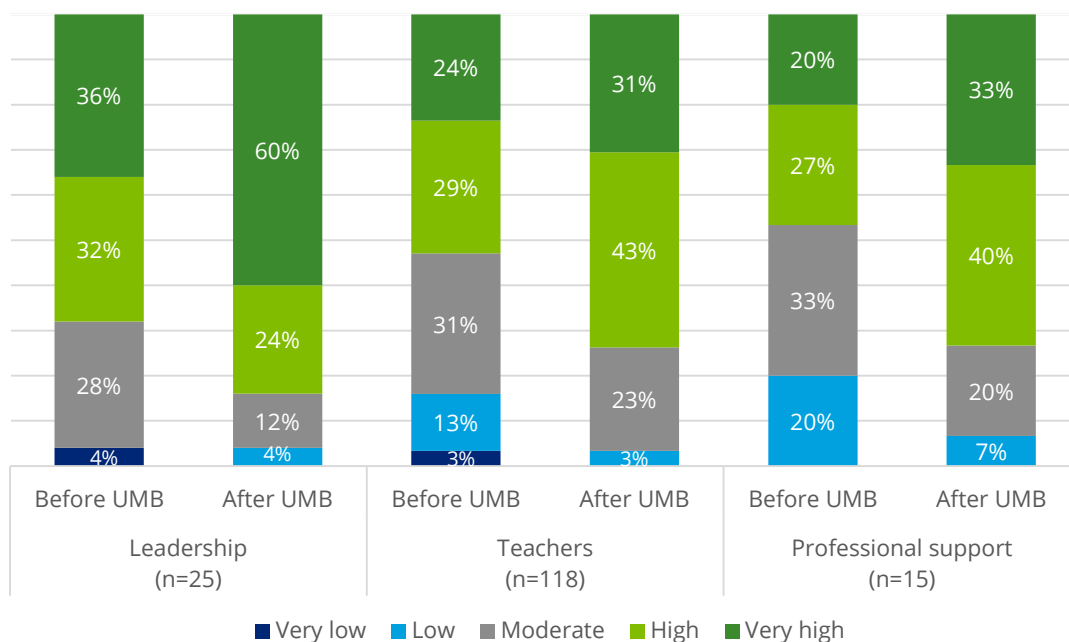
Professional support staff report the highest increase in confidence and intention to challenge unhealthy masculinities, from the lowest reported baseline. School leadership were most confident overall, reflecting a higher level of existing confidence.



Professional support staff report the highest change in confidence to challenge unhealthy masculinities (+26% high or very high), followed by teachers (+21%) and school leadership (+16%) (Chart 7.5). This shows that participants at all levels can benefit from the UMB workshops, supporting a whole-school approach to delivering the workshops. The Men’s Project team also reflected that they have heard that professional support staff often miss out on professional development opportunities, which can be a barrier to implementing whole school change.

Overall school leadership report the highest confidence and intention to challenge unhealthy masculinities, where professional support staff reported the lowest confidence. This suggests that there are other structural factors relating to how staff perceive their ability to act that may be out of scope of the pilot. It is also reflected by the initial confidence self-ratings, which show that prior levels of confidence are greater for leadership. In the case of this pilot, it may also demonstrate that pre-existing engagement was relatively high for leadership, and reflect that they were key decision makers in engaging with the pilot. However, it also shows the positive impacts of working with leadership, who are able to make change both in their own day to day behaviour, but also in creating capacity and space for others within the whole-school approach. Evidence shows the importance of a whole-school approach in which respectful relationships education sits with senior leadership, such that the 2016 evaluation recommended that the Department of Education should provide professional learning for school leadership teams including principals and assistant principals on the whole-school approach.⁶⁰

Chart 7.5: ‘How would you rate your confidence to challenge unhealthy masculinities/promote healthier identities within your school?’



Source: Post-UMB survey, Q12, n = 161; Post-UMB survey, Q13, n=160.⁶¹

⁶⁰ Our Watch, *Respectful relationships education in schools: The beginnings of change final evaluation report*, (for Victorian Department of Education and Training, 2016)

<<https://www.education.vic.gov.au/Documents/about/programs/health/ourwatchrespectfulrelationships.pdf>>.

⁶¹ This survey was undertaken after the UMB workshops, and therefore reflections ‘before UMB’ may be biased.

7.2 What impact does the program have on MoRE champions?

Box 11: Key findings (and sections) under this research question

- The program has a greater impact on MoRE champions than those who only attend the UMB workshops
- The pilot provides MoRE champions with an opportunity to discuss and further explore how internalised gender norms manifest in their schools, as MoRE champions often already report being engaged in the issues.

The program has a greater impact on MoRE champions than those who only attend the UMB workshops

As discussed in Section 6.3, participants valued the two-day training offered to MoRE champions more than the other program elements. When participants were asked in surveys how much the program elements (UMB workshops, two-day training and HMLC) increased their confidence to challenge unhealthy masculinities and promote healthier masculinities, the two-day training workshops received the most positive answers. Participants spoke about the high-quality facilitation and the space to engage with the issues deeply and meaningfully, without fear of judgement.



The pilot provides MoRE champions with an opportunity to discuss and further explore how internalised gender norms manifest in their schools, as MoRE champions often already report being engaged in the issues

Most MoRE champions did not report changes in their endorsement of traditional ideas about masculinities after participating in the workshops, with nearly all respondents disagreeing with the statements both before and after.

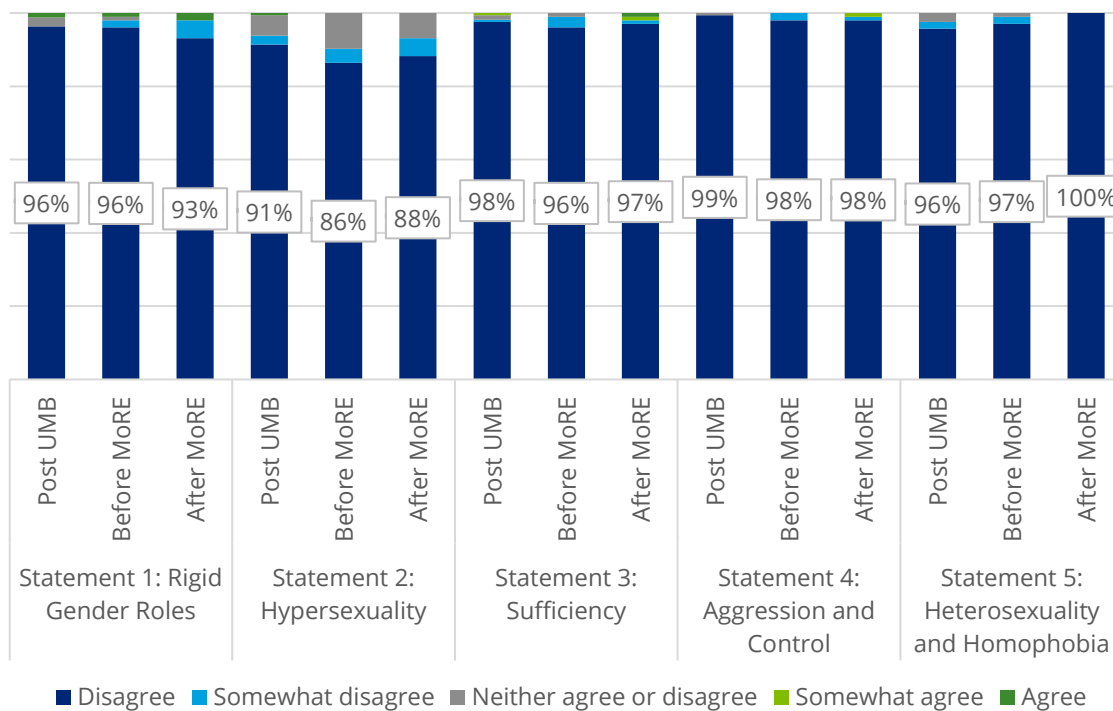


Man Box Messages

- **Statement 1:** Rigid Gender Roles – A man shouldn't have to do household chores
- **Statement 2:** Hypersexuality – A real man should have as many sexual partners as he can
- **Statement 3:** Self-Sufficiency – A man who talks a lot about his worries, fears, and problems shouldn't really get respect
- **Statement 4:** Aggression and control – Men should use violence to get respect if necessary
- **Statement 5:** Heterosexuality and Homophobia – A gay guy is not a "real man."

Although the second statement 'In my opinion, a real man should have as many sexual partners as he can' had relatively high disagreement levels, it had the lowest disagreement levels compared to the other statements, with a higher number of respondents neither agreeing nor disagreeing (Chart 7.6).

Chart 7.6: 'In my opinion...' Man Box statements 1-5⁶²



Source: Post-UMB survey, Q9, n = 164; Pre-MoRE survey, Q10, n = 103; Post MoRE survey, Q8, n = 102.
 Note: The label refers to the percentage who disagreed with the statement.

The gap for those participating in the pilot is wider than might be expected for a more general audience, as reported in The Men’s Project ‘The Man Box’ report.⁶³ This reflects the fact that many MoRE champions are already aware of and have critically engaged with the concepts of healthier gender norms, including working on Respectful Relationships in some capacity in their school, or holding a wellbeing role. For most MoRE champions, the two-day training was a chance to explore the topics more deeply, rather than learn about a new topic.

“Most of the After Survey is irrelevant for this audience, as most are coming in with aligned values already” – Post MoRE survey respondent

Nearly all had completed the UMB workshops prior to the training, and so had been exposed to content regarding what constitutes unhealthy masculinities, and the links to family violence. The high level of disagreement with the ‘Man Box’ statements after the UMB workshops may indicate that for the types of schools engaging with the pilot, most staff are not ‘in the Man Box’ and already have equitable views towards gender and gender equality.

On a limited number of occasions, MoRE champions had not completed the UMB workshops. Nevertheless, it was felt by The Men’s Project and Respectful Relationships teams that these MoRE champions were still able to participate fully in the training.

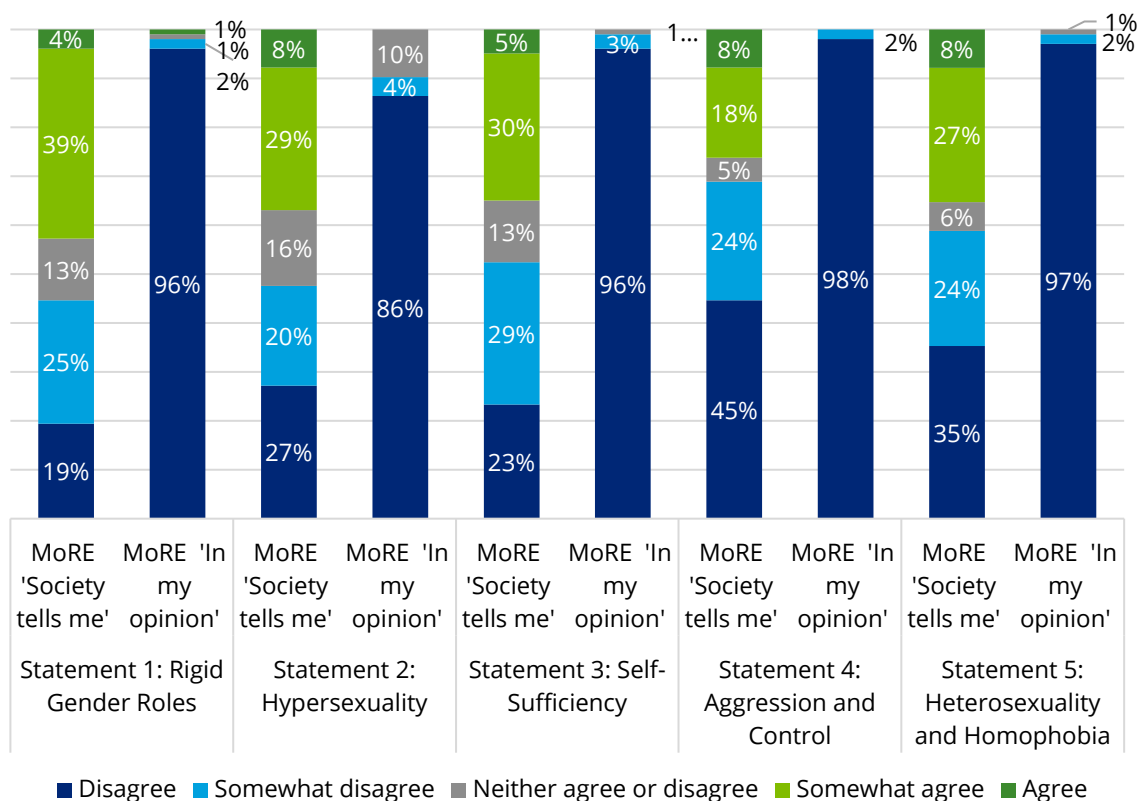
MoRE champions were also asked to reflect on perceived societal norms, by assessing how much society as a whole supports the ‘Man Box’ statements. Chart 7.7 shows that while MoRE champions mostly disagreed with the ‘Man Box’ rules, many more agreed that this messaging is prevalent in society, similarly to the UMB

⁶² Survey respondents were asked how much they agree or disagree with the following statements.

⁶³ The Men’s Project, Flood, M 2018, *The Man Box: A study on being a young man in Australia*, Jesuit Social Services: Melbourne.

participants. This may show how MoRE champions, while considering themselves ‘outside of the Man Box’, are cognisant of the biases and norms in day-to-day interactions.

Chart 7.7: ‘MoRE Champion responses to the Man Box statements as their own beliefs, ‘In my opinion...’, and reflecting on societal norms, ‘Society as a whole tells me...’⁶⁴



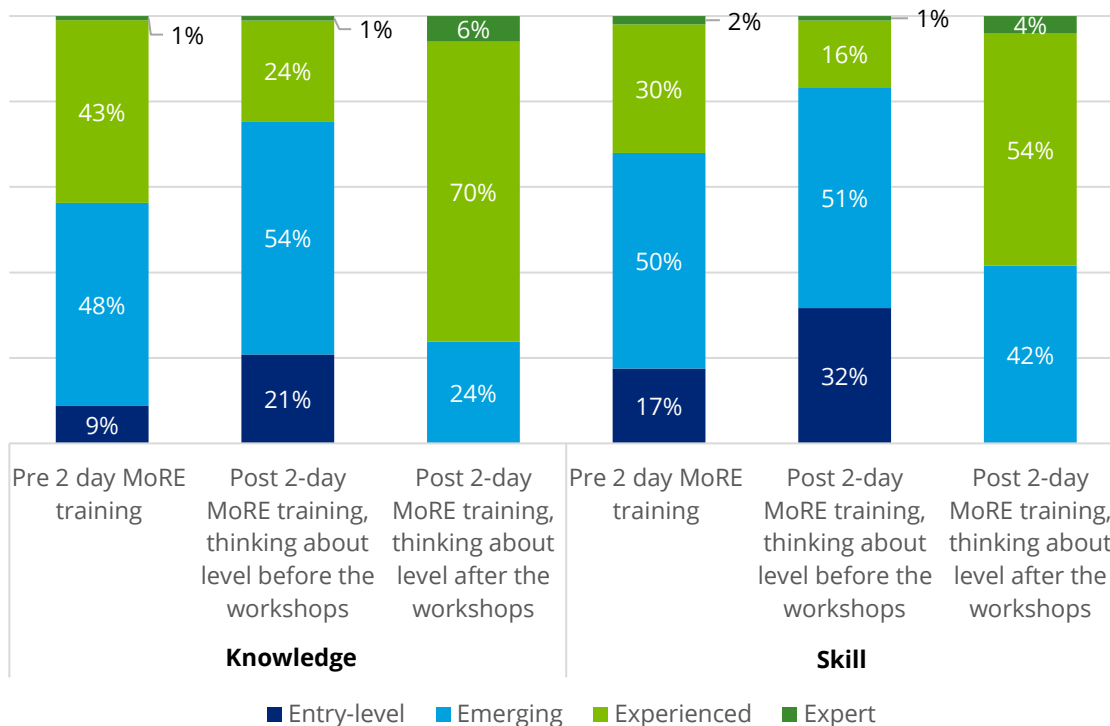
Source: Pre-MoRE survey, Q9, n = 103; Pre-MoRE survey, Q10, n = 103.

The impact of the training was therefore less about awareness of the issue or challenging participants’ own beliefs, but focussing on deep understanding of the issues. MoRE champions were asked before the two-day training to rate their knowledge and skill level to challenge ‘Man Box’ behaviours, and asked to reflect on the same questions after the training, rating their knowledge/skill level before and after the training. In both instances MoRE champions rated themselves higher on average in knowledge and skill level after the two-day training. For example, 44% of MoRE champions rated their knowledge to challenge ‘Man Box’ behaviours as expert or experienced prior to completing the training, compared to 76% following the training (Chart 7.8).

Interestingly, Chart 7.8 illustrates that although MoRE champions may feel relatively confident in their abilities and knowledge before the training, after they complete the training they tend to rate their prior knowledge/skills *lower*. For example, 30% of MoRE champions rated their skill as experienced before the training, but upon reflecting on their prior skill after undertaking the training, only 16% identified themselves as experienced. This suggests that participants may have been overconfident in their knowledge and skill prior to the workshops, as the workshops filled knowledge and skill gaps they were unaware of prior to participating.

⁶⁴ Survey respondents were first asked to indicate how much they agree or disagree with the following statements when thinking about messages people receive from society, and then asked to indicate how much they agree or disagree with the following statements when thinking about their own beliefs.

Chart 7.8: ‘How would you rate your knowledge/skill level when it comes to challenging Man Box behaviours and promoting healthier masculinities within your school?’⁶⁵

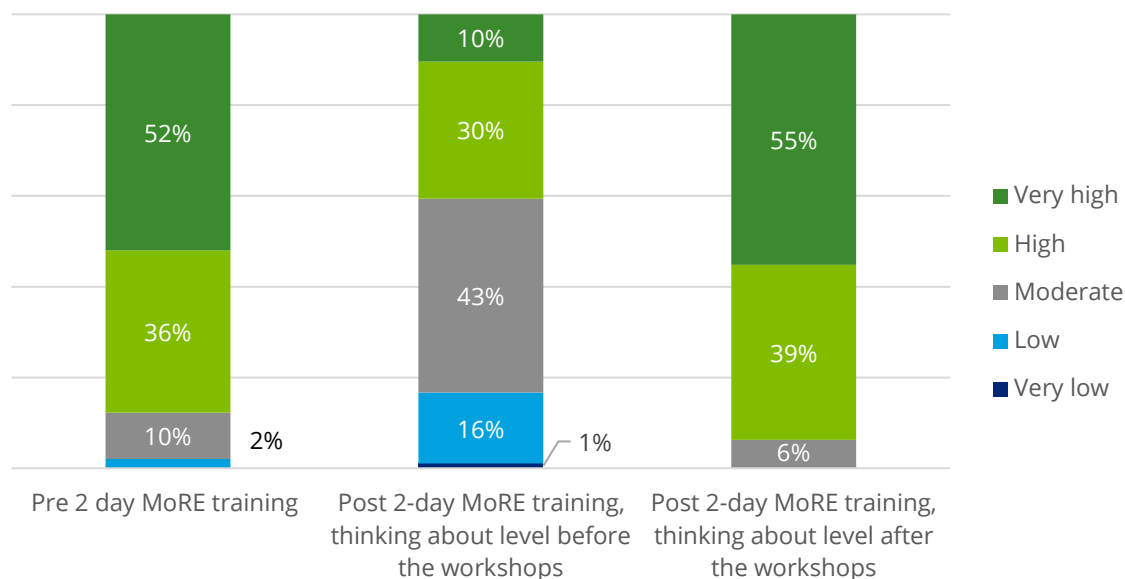


Source: Pre-MoRE survey Q11, n = 103; Post-MoRE survey Q9, n = 101; Post-MoRE survey Q10, n = 101; Pre-MoRE survey Q12, n = 103; Post-MoRE survey Q11, n = 101; Post-MoRE survey Q12, n = 101.

This finding was more pronounced regarding MoRE champions’ intention to work within their school community, with a similar proportion of MoRE champions rating their intention high or very high pre and post training, but reflecting retrospectively that their intentions were more moderate before the training (Chart 7.9). Again, this could suggest that participants learnt a lot about how to work within their school community in the workshops, and realised that their prior intent was not as strong as they had previously considered.

⁶⁵ In the survey questions, knowledge of healthy and unhealthy masculinities is described as the ‘pressures that men and boys feel to act a certain way, the impact of rigid ideas about what it means to be a ‘real’ man, the link between challenging ‘Man Box’ behaviours and preventing violence against women’.

Chart 7.9: ‘How would you rate your intention to work within your school community to change their attitudes and behaviours about masculinity/what it means to be a man?’



Source: Pre-MoRE survey Q21, n = 98; Post-MoRE survey Q25-26, n = 96.

The training also empowered participants to discuss how societal norms manifest in their schools, and what action they could take. Participants reported learning strategies and skills, and feeling motivated to take these findings back to their schools.

“This training has deepened my connection to work and my community and I’m very grateful for the opportunity.” – Post MoRE survey respondent

“I was from start to finish on every day, completely engaged. And I know it helps that you have that predisposition to the content, but it was beyond that. They were they were knowledgeable, though likeable, they had bought into it. And they, they took all of us with them. And I haven’t been to many days where I walked out going, “That was brilliant”. It got to the end of the day, and you’re like, I’m ready to sit here for another two hours, I’m not ready to go yet on. **I’m all in.**” – MoRE champion, on the two-day training.

For a smaller number of MoRE champions, there were impacts on them personally, as well as professionally:

“I’ll say at home, oh, I’m in the Man Box, like get out of the Man Box... I’ve got a teenage boy at home and older children as well, in their 20s, late 20s. And so it’s a language that we’ve all been able to use.” – MoRE champion

7.3 How does the program support MoRE champions to take action to challenge unhealthy masculinities/promote healthier identities, and in which contexts?

Box 12: Key findings (and sections) under this research question

- The program supports some motivated MoRE champions to take actions to challenge unhealthy masculinities in their schools and communities
- However, without clear direction for next steps, ongoing challenges around capacity continue to constrain some MoRE champions, particularly teaching staff, in challenging unhealthy masculinities
- In navigating these challenges and opportunities, 1:1 check-ins with The Men's Project facilitators were generally more valued by MoRE champions than the HMLCs

The program supports some motivated MoRE champions to take actions to challenge unhealthy masculinities in their schools and communities

Several MoRE champions have taken tangible actions in their schools due to the pilot; ranging in scale and ambition. The two-day training is designed to culminate in the design of an

action plan developed by MoRE champions, which can be followed up on during the HMLC phase. Action plans included several tangible steps such as implementing small group sessions for students. One example described a 'MoRE' football group for students that practice unhealthy behaviours and combine it with post-session activities for the students to model healthier masculinities. Another school reported to the Respectful Relationships Advisory Group that they are engaging actively with staff, students, and community groups, and even using The Men's Project survey questions in their Parent Opinion Survey.



"I'm running weekly healthy masculinity sessions with the boys, which is fun and challenging. So, we're certainly seeing that as a result of this. We've been able to come back and say these are the stats. These are the behaviours that we're seeing from our grade five boy cohort. We need to do this, and I've been given the green light." – MoRE Champion

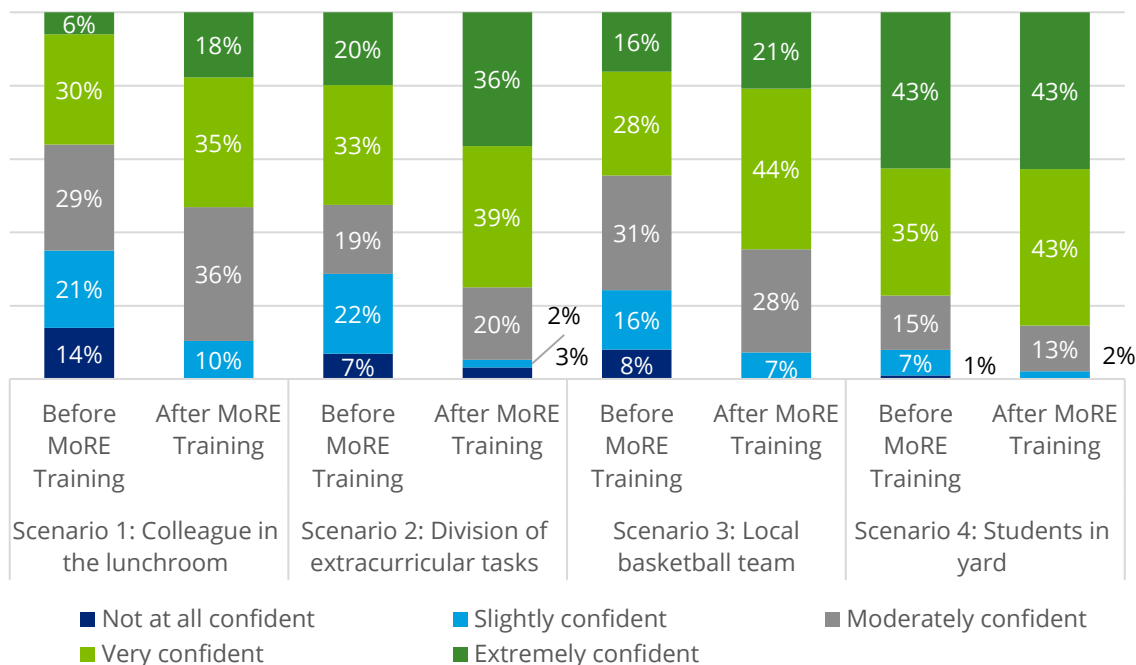
"After the pilot...they set up special sessions for the boys in year seven to nine...they felt like that, previously, they they'd had interventions in year nine and 10, but that they realized that that was far too late. But they didn't know where to go, what to do about that. And so going to the pilot, what they did was it gave them session plans and they got support from all of us and support from [facilitator] from JSS. And they created a program. So it shifted their focus from intervention to prevention work, gave them a framework to be able to do preventative work" – Respectful Relationships workforce

MoRE participants were asked about their confidence to take action to challenge unhealthy masculinities and promote healthier identities in a range of contexts before participating in the 2-day workshops and afterwards. For all scenarios, MoRE champions reported increased confidence to say something (see Chart 7.10).

- **Scenario 1: Colleague in the lunchroom** – You and some colleagues are in the lunchroom. Your colleague Ian is talking about his girlfriend, Tanya, and complaining that he thinks she's always looking at other guys and he needs to "get her back into line". He says Tanya denies looking at other men, but he doesn't believe her.
- **Scenario 2: Division of extracurricular tasks** – For the last 8 years, the Wellbeing Coordinator at your school has organised catering for a particular staff event. A new Wellbeing Coordinator is appointed, and they are a man (the role was previously held by women staff members). You become aware that staff are talking about getting someone else to organise catering because "he's got better things to do with his time". You are concerned that this is because staff don't expect a man to do food prep or caring tasks.
- **Scenario 3: Local basketball team** – Your student plays on a local basketball team that you volunteer for, and the coach is giving a pep talk to the team while they warm up. During his speech he tells the players to toughen up and stop playing like girls.

- Scenario 4: Students in yard** – You notice a group of boys are in the yard and one of the boys shows sexually explicit pictures of women in degrading positions to the other boys on his phone. The boys in the group laugh and make insulting comments about women in general.

Chart 7.10: “Rate how confident you would feel to say something” [in each scenario]



Source: Pre-MoRE survey, Q14, n = 100; Post-MoRE survey, Q15, n = 96; Pre-MoRE survey, Q16, n = 101; Post-MoRE survey, Q18, n = 96; Pre-MoRE survey, Q18, n = 99; Post-MoRE survey, Q21, n = 96; Pre-MoRE survey, Q20, n = 101; Post-MoRE survey, Q24, n = 96.

The program can be seen as supporting MoRE champions to feel confident in tackling unhealthy masculinities by providing new or alternative approaches – and extending champions’ abilities and knowledge. Importantly, it also confirms and validates their existing knowledge. The professionalism of the program provides an authorising element for champions already considering their role in supporting students to practice healthier behaviours. Scenario 4, which focuses on student behaviour, generated the highest levels of confidence to act, with 86% of MoRE champions very or extremely confident to act after the MoRE training. However, other scenarios which involve challenging peers or leadership, generated larger increases in confidence (a 17-percentage point increase in MoRE champions who are very or extremely confident to challenge peers, and a 22-percentage point increase in MoRE champions who are very or extremely confident to challenge leadership). See Section 7.4 for more detail on how the pilot was able to inspire confidence to challenge peers.

“Teachers have been responding to this kind of stuff for a long time, but it actually had the evidence base so being able to talk about the Man Box and the impact of being in the Man Box and the evidence base...I think it gave them more confidence in being able to respond because they knew was evidence based, not just that they thought was the right thing to do.” – Respectful Relationships workforce

However, ongoing challenges around capacity continue to constrain some MoRE champions, particularly teaching staff, in challenging unhealthy masculinities. Clear next steps were found to help with navigating challenges around capacity by reducing the time needed to design and plan around term time activities.



While the intent of the pilot was for MoRE champions to have time to meaningfully engage in implementing change in their schools and communities, many stakeholders spoke to the lack of capacity for teaching staff in particular to do this. While MoRE champions were able to be released for the 2-day training workshops, the ongoing capacity to make changes themselves and lead them at school was challenging. Feedback from

early MoRE champions reflected that they were unclear on what their next steps should be, aside from challenging unhealthy behaviours on a day to day or ad hoc level. This exacerbated the constraints some MoRE champions faced in creating the necessary time to take specific action following the two-day training.

The pilot was iterated to bring the design of action plans earlier in the 2-day training workshops, giving more dedicated time to design next steps and to test and iterate with The Men’s Project and the group. This reduced the time burden on MoRE champions to take action and champion what they learned across the broader school following the pilot. Action plans developed in this way could be implemented in the following weeks and months, for example the development of a parent survey to gauge their attitudes towards healthier masculinities and a MoRE football team. Stakeholders indicated that where MoRE champions had support of senior leadership to provide the necessary time release following the two-day training to engage with unhealthy masculinities in the school, they were more able to take action.

“A challenge is just putting time into it, I think...Because I have that dedicated time, it makes a big difference. I go around every Wednesday afternoon and work with different teachers for our content and also now some of the MoRE stuff that we just started with. I think most of the schools say they just don’t have the time. They don’t release teachers and I think that that is a major factor [to promoting healthier identities in schools].” – MoRE champion

In navigating these challenges and opportunities, the HMLCs provided mixed levels of support for MoRE Champions, with generally low engagement a further indication of lack of capacity

The lack of ongoing capacity to implement changes was also seen as contributing to low engagement with the HMLCs. This

meant that often the HMLCs and the group check-ins lacked engagement, and therefore also lacked peer driven or created content, driving a cycle that MoRE champions were less motivated to engage in them due to the lack of ‘community’, which meant that there were fewer champions engaging, and so on.

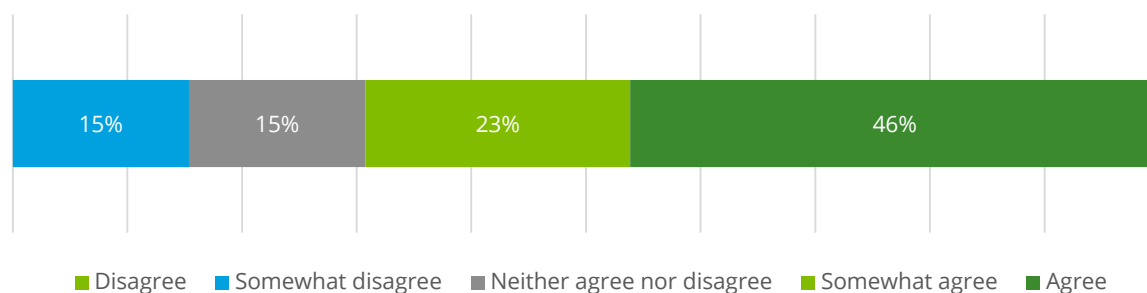
This may explain the smaller number of MoRE Champions who found these useful, compared to the UMB workshops and two-day training (see Section 6.3). The HMLCs were iterated over time to provide more individualised and personal support, in order to promote engagement. However, with the changes made to the HMLCs (see Section 3.5), particularly the email support and 1:1 check-ins, MoRE champions were able to get more valuable and tailored insights and support from the MoRE team themselves, rather than other schools. This was reflected by the 36% of MoRE champions who believed that the email support helped deepen their understanding of the importance of promoting healthier masculinities (see Chart 6.12), and the 69% of MoRE champions who believed the support from the online check-ins deepened their understanding of the importance of promoting healthier masculinities (see Chart 7.11). The personalised support could reinforce their learnings from the pilot, provide opportunities to ask questions specific to them, their school and their community context, and test their particular ideas or actions with The Men’s Project team.

“The chats with the MoRE team themselves, when we were able to do those, they were really beneficial and we had a great check-in.” – MoRE champion

“I’ve been able to reach out a couple of times and ask some questions. Which has been really good. I think the way that they didn’t pretend to have all the answers was good...They were just like, we don’t know at the moment, but we’ll look into it and we’ll get back to you and they did.” – MoRE champion



Chart 7.11: The support in our check-ins and through our online channel helped me to deepen my understanding of the importance of promoting healthier masculinities across our entire school community.⁶⁶



Source: Post-HMLC (MoRE champions) survey, Q24, n = 13.

7.4 How does the program contribute towards embedding the whole-school approach to Respectful Relationships?

Box 13: Key findings (and sections) under this research question

- The program creates a shared language and framework for school staff to be able to conceptualise the 'Man Box'
- The program builds knowledge about the links between healthier masculinities and family violence and equips schools to challenge unhealthy masculinities
- The program helps to build relationships between schools and the Respectful Relationships workforce
- The pilot equips schools to make change in some challenging aspects of the whole-school approach to Respectful Relationships
- The whole-school approach is facilitated and enabled by senior leadership buy-in, as they can create capacity for further actions by MoRE champions and provide an authorising environment for change

The program creates a shared language and framework for school staff to be able to conceptualise the 'Man Box'

MoRE champions spoke to the way that the pilot's language and whole school workshops gave staff a shared framework to think about healthier and unhealthy masculinities. One school created their own survey as a result of the pilot to gauge the language kids were using when teasing each other, having noticed parallels with unhealthy masculinities as described in UMB workshops.



"The other big one that came out in that group was all of the schools mentioned that it's heightened their awareness of the social norms and the language we use. And so they've done a lot of self-reflection. So they're more aware of how they talk to students, but also they're more aware of students speaking to each other, and they felt more confident in being able to respond to it." Respectful Relationships workforce

This was not only true for reflecting on student behaviour, but some staff also described using the 'Man Box' language in relation to each other. The 'Man Box' provided a light-hearted entry point for some staff to discuss a serious issue with less potential for shame or confrontation. Early indications of the program allowing staff to hold their peers accountable in respectful and inclusive ways should be seen as strong success stories and good potential for the pilot to support peer learning.

"A lot of our staff are quite skilled in this, but it's been a language that we're taking on. And, you know, we've been, we've been able to say, Hey, you're in the Man Box, and it's been really good. Like, even though we are

⁶⁶ Survey respondents were asked to indicate how much they agree or disagree with the statement when thinking about the support through the check-ins and online channel. The online channel was only included in the survey received by cohorts 5 and 6. Cohorts 2, 3 and 4 received a survey question only referencing the check-ins.

able to have a chuckle and, and say that, it's actually serious. But we're able to call each other out in a, in a kind sort of way that's not confrontational. So I think that's been awesome." – MoRE Champion

"And so, you know, from something that we may have known a fair bit about, has come a lot of it with, you know, like, being able to use the Man Box. Even the terminology has been great. We noticed, it was funny because we noticed in leadership that we had down for one of the blokes to do the BBQ? And then we're like, no, let's ask [our woman colleague] to do the BBQ. So yeah, those sort of things." – MoRE champion

The program builds knowledge about the links between unhealthy masculinities and family violence and equips schools to put challenging unhealthy masculinities on their agenda

MoRE champions spoke to the importance of having the whole school, including leadership, invested in challenging unhealthy masculinities. Enablers were 'working together' and a school 'team'. In focus groups and interviews, the support of leadership was not only seen as practically and logistically enabling school participation, but as a tangible sign of investment in the issue. For schools already working to challenge unhealthy masculinities, or with a mature and embedded approach to Respectful Relationships, the pilot empowered the school to take the next step by providing expert guidance and professional support. With this guidance and support, they were empowered to integrate a 'Man Box' lens into their existing work to challenge unhealthy masculinities among boys and young men in their school community through informal conversations with students and formal programs run by schools.



"One school really reflected about how they designed a program. They did small group work with young men at their school and they really reflected on the design and the content around that as well. So I think it more just empowered them in a sense to reflect on the work that they're doing and the conversations they're having." – Respectful Relationships workforce

The program helps to build relationships between schools and the Respectful Relationships workforce

One unintended outcome of the pilot was that in working closely with the Respectful Relationships workforce to organise and administer the program, and by inviting Respectful Relationships staff to the trainings and workshops, Respectful Relationships staff were able to build closer relationships with participating schools in their areas. Some of the Respectful Relationships workforce also spoke to their own upskilling in understanding healthier and unhealthy masculinities and how to challenge them and described feeling better equipped to support schools.



"I would never normally sit with schools for two days. I'd only go out and deliver PD for an hour, maybe an hour, one week and then next week. So it improved the relationships that we have with the schools that participated because we got to know them a lot better and know and learn a lot about how things are working at their school and what's not working." – Respectful Relationships workforce

"And not only was it brilliant to see the schools talking about this issue, learning about this issue and making action plans but for my colleague and myself, we certainly have "MoRE" emphasis at times when we're delivering training... some of the nuances that JSS talked about we then take back into our training and just our everyday conversations, whether it's in the office or in our personal life, or with schools... And it better prepares us to respond to resistance as well." – Respectful Relationships workforce

The pilot equips schools to make change in some challenging aspects of the whole-school approach to the Respectful Relationships

Within Respectful Relationships, schools implement change through six core elements of the whole-school approach (see Figure 7.2). MoRE champions were asked what areas of the whole-school approach they found easy and challenging to



make change in, and where they intended to make change. While some observations were made through interviews with MoRE champions and the Respectful Relationships workforce, these questions were explicitly asked in the post-HMLC survey. However, given the small sample size, insights from the survey may not be representative of all MoRE champions.

Figure 7.2: Six core elements of the whole-school approach



Source: Post-HMLC (MoRE champions) survey.

Two areas of the whole-school approach that schools have typically found challenging to make change in have been 'school culture and environment', and 'families and communities'. This is reportedly particularly challenging without buy-in from senior leadership to provide the necessary authorising environment for change. This was highlighted by the Respectful Relationships workforce and MoRE champions during interviews, where they recognised that making change in these areas takes time, effort, and resources, which are often constrained in schools. Ambitions for partnerships with community groups, such as sports clubs, are similarly constrained by these challenges. These issues are reflected in survey data where a higher proportion of MoRE champions described making change with families and communities as challenging (50%) rather than easy (18%) (Chart 7.12).

"And I suppose that's probably where we're still a little bit stuck because I think you can only change the culture with the parents and the wider community if you've got that complete buy in from leadership. So that's probably what it did for me, to go, how can I get the people at the top to really want this as much as we do? Because I think that filters down to all the teachers, and from all the teachers to the kids." – MoRE champion

"So when we look at school culture, the school leadership has to be involved in that or it's not going to happen." – Respectful Relationships workforce

“So I think community partnerships would be a challenge because of lack of time and resources, but not because schools don't want to. And I'd say that's the same at the community level. A lot of the community groups that schools were looking at, so one of my secondary schools was talking about trying to get some of the sports clubs involved with the MoRE pilot, and it didn't happen and some of the reasons were not having that time to follow it up, but also the community groups are often volunteer run. And so they were relying on volunteers as well to give up their time and that might not be possible.” – Respectful Relationships workforce

However, as discussed in section 6.3, the pilot's focus on healthier masculinities was perceived to be better received by the school community than some other elements of Respectful Relationships, reducing backlash towards work addressing gender equity and family violence. This focus, and the knowledge and confidence that participants gain through the program, have equipped school staff to better challenge their school culture and environment when it promotes unhealthy masculinities. This has been reflected by HMLC participants, where 62% of respondents intended to make change in their school culture and environment following participation in the program (Chart 7.12).

“I think probably school culture and environment will be an area where it's hard because you're having to work with your community, your school communities or parents in that space and I think there might be less backlash with the MoRE pilot” – Respectful Relationships workforce

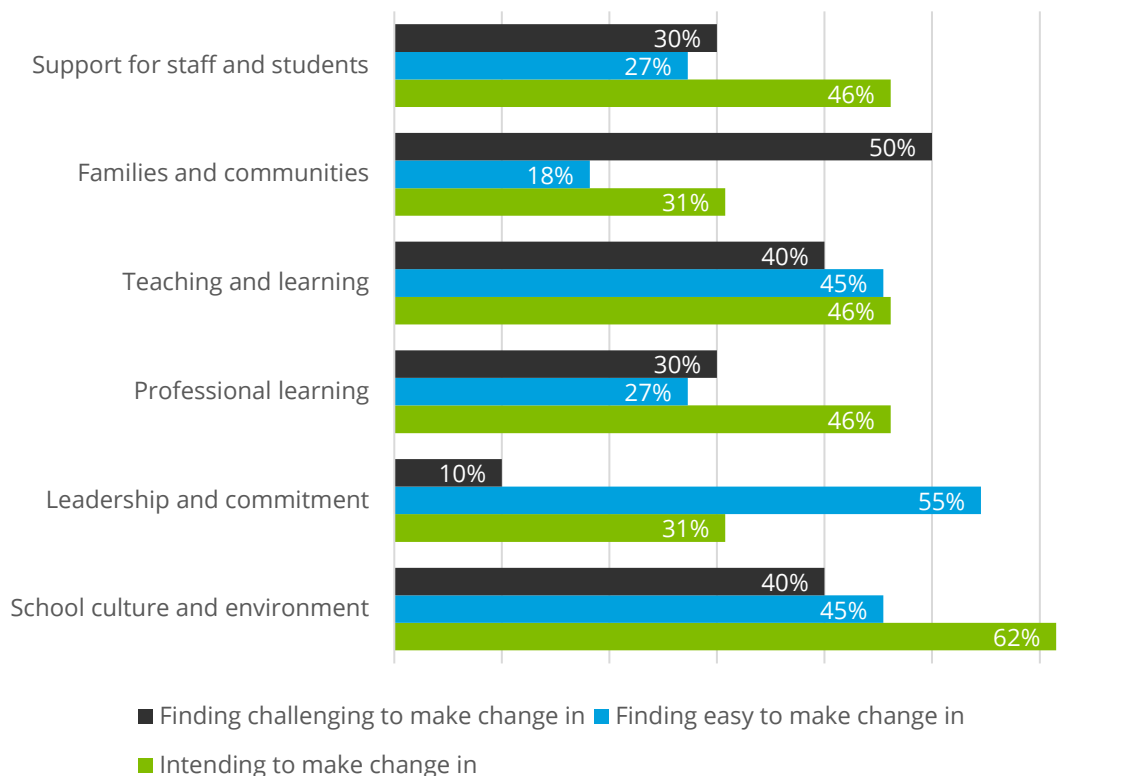
Creating change in leadership and commitment is perceived to be relatively easier by MoRE champions (Chart 7.12). Given senior leadership buy-in is a key enabler to implementing a whole-school approach to Respectful Relationships and putting challenging unhealthy masculinities on the school agenda (as discussed in section 5.1 and earlier findings in section 7.4), it is expected that for the schools engaged with this pilot, senior leadership would already be invested in the issue, supporting change through this area of the whole-school approach. For a number of schools, teaching and learning, professional learning and support for staff and students are areas of the whole-school approach already on their agenda. Comparatively, the change in focus for schools as a result of the pilot is mostly concentrated within the area of school culture and environment.

“For professional learning and teaching and learning, I think that schools are very open and engaged with those.” – Respectful Relationships workforce

“When you're a teacher, your bread and butter is the curriculum and teaching and learning.” – Respectful Relationships workforce

“I think support for student and staff is seen as a wellbeing thing, especially in secondary schools...They feel quite confident in those spaces.” – Respectful Relationships workforce

Chart 7.12 'Which components of the whole-school approach are you intending to make change in, finding easy to make change in and finding challenging to make change in?'



Source: Post-HMLC (MoRE champions) survey, Q11, n (intention) = 13, n (easy) = 11, n (challenging) = 10.

The whole-school approach is facilitated and enabled by senior leadership buy-in, as school leaders can create capacity for further actions by MoRE champions and provide an authorising environment for change

Senior leadership was seen as key to enabling these outcomes and embedding the whole-school approach, as key decision makers for school strategy and resource allocation.

This meant that regardless of whether MoRE champions were recruited from leadership, school leaders needed to be engaged with well through the course of the pilot, in order to create capacity for champions to participate in the training and take action afterwards. This was seen as much easier when at least one of the champions in the school was a member of leadership, and when there were good existing relationships between champions and key school decision makers.



Box 14: Implications of this research domain for the future of the MoRE program

- The focus on a whole-school approach should continue in future iterations of the MoRE program, as it is able to impact all levels of staff, and builds a shared language and framework for MoRE champions to continue to work with
- Supporting staff members to engage in self-reflection should be continued as a key enabling pathway to making change across whole schools.
- While MoRE champions are able to make changes in their schools, they need to be supported by senior leadership to ensure they have capacity to do so. This can be better reflected in setting expectations for the program, and may enable MoRE Champions to feel more supported to make changes across challenging areas of the whole-school approach.

8 The future of the MoRE program

8.1 Learnings already in practice via iterative development of the pilot

The iterative nature of the Victorian MoRE Schools Pilot, supported by the formative findings of this evaluation, mean that the pilot program has already evolved since inception. Key developments incorporated into delivery and operations of the program include:

Developing the content of the MoRE program components and assets – as The Men’s Project delivery team delivered the pilot in each cohort, the content was tested and refined according to what resonated with schools and staff. This included removing content such as a discussion activity on the language of emotions, which school staff felt was very familiar to them.

Consistent facilitators to build relationships with schools – varied availability of facilitators meant that early on in the pilot each school may have engaged with a mix of different facilitators across the pilot activities. However, school staff indicated their preference for engaging with the same facilitators across all activities to build more of a connection with the same people. Where possible The Men’s Project now aims to schedule the same facilitators for each school’s trainings and workshops.

Providing more clarity on program expectations – in addition, program assets have been developed and refined over time, including the welcome email to principals which was refined over time to include more explicit instructions regarding how to maximise engagement of school staff with the UMB workshops in their school, and what the pilot included.

Using scheduling software to reduce administrative burden – organising times and dates was complex for schools and facilitators, so The Men’s Project began to use Doodle poll software to streamline this process. They also offered fewer date options per cohort, which reduced the administrative burden, while still allowing schools to have flexibility, and to request modifications where needed.

Working flexibly with schools around their capacity to participate – where schools had requested specific models of delivery for UMB workshops, The Men’s Project delivery team worked with them to meet these requests where possible, in order to allow them to participate. This included examples such as delivering multiple workshops in one day, schools attending UMB workshops not in their cohort, or schools attending their own UMB workshops.

Substantial testing of the HMLC format and content – where the HMLCs had originally been envisioned as a way for schools and MoRE champions to stay connected and share what was working well and not well, low take up and engagement prevented these outcomes. The 1:1 check-in process with the Men’s Project delivery team has been better received, as it can provide professional support to MoRE champions.

8.2 Implications of the pilot and evaluation for the MoRE program in schools

This evaluation has shown that there is a need for a program like the pilot in Victorian schools to support the Respectful Relationships whole-school approach. That this is true even for lead Respectful Relationships schools and schools that are relatively mature in their understanding of gender issues and healthier and unhealthy masculinities, may indicate a more pronounced need across Victoria more generally.

This reflects that although Respectful Relationships is delivered in schools and by school staff across a range of subjects, there is limited professional development or training available on the promotion of healthier masculinities in schools. A recent evaluation of respectful relationships education reported that participants argued that everyone needs pre-service training in respectful relationships education, and that stakeholders saw ongoing professional learning as key to effectively implementing respectful relationships education in

schools.⁶⁷ The MoRE program can help to upskill not only school staff, but also the Respectful Relationships workforce, to ensure that students are receiving quality teaching. In order for primary prevention to be successful at the student level, it is critical that their school staff are well equipped and for these topics, being well equipped often means personally engaging with issues and working to challenge deeply embedded social norms.

However, the pilot has also proven that the work of changing attitudes to gender norms and challenging one's own biases and perceptions can be complex, difficult, and slow. It requires consistent and persistent investments in time, which is a luxury schools are often unable to afford.

8.3 Considerations for the MoRE Program

The evaluation finds that the MoRE program is a valuable addition in supporting schools to deepen their understanding of the link between healthier masculinities and the prevention of family violence and further embed a whole-school approach to Respectful Relationships. The findings from this evaluation suggest there is benefit from the continued delivery of the MoRE program in schools from The Men's Project team at Jesuit Social Services, with minor modifications based on the findings of this evaluation.

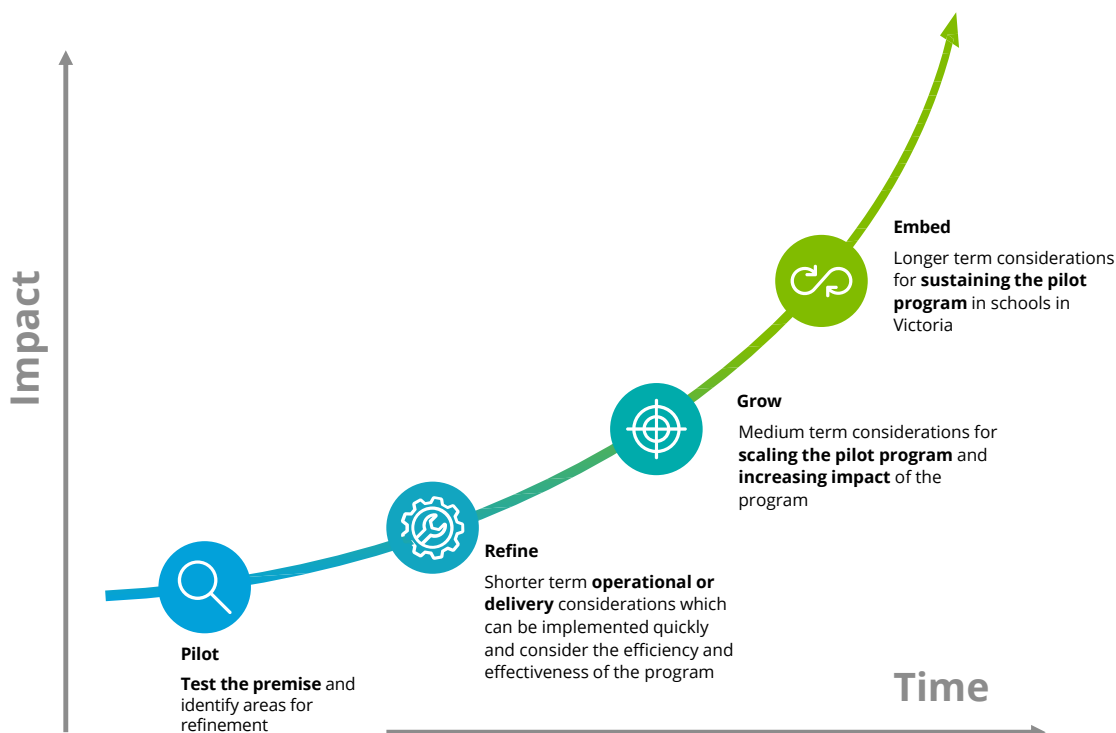
Within the continued delivery of the MoRE program, there are several learnings from the evaluation to be considered, and various mechanisms for optimising and refining the program to achieve the longer-term objectives. These considerations can be categorised as:

Refine – shorter term operational or delivery considerations which can be implemented quickly and consider the efficiency and effectiveness of the program.

Grow – medium term considerations for scaling the pilot program and increasing impact of the program.

Embed – longer term considerations for sustaining the pilot program in schools in Victoria.

Figure 8.1: Considerations for the MoRE Program



Source: Deloitte Access Economics (2023).

⁶⁷ Pfitzner, N., Ollis, D., Stewart, R., Allen, K.A., Fitz-Gibbon, K., & Flynn, A. (2022). Respectful Relationships Education in Australian: National Stocktake and Gap Analysis of Respectful Relationships Education Material and Resources Final Report

Refine

Communicate the findings and outcomes of the pilot to schools – as some schools had unclear expectations about the pilot, it would be beneficial to share the findings and the outcomes of this evaluation with schools that have participated *and* not participated in the pilot. The examples of early outcomes and action undertaken by MoRE champions could be included in the MoRE training workbook to provide practical and tangible examples for MoRE champions going forward.

Clearly structure the program around the school year and terms – momentum and timing are important to strong implementation of the pilot and to creating greater impact. Schools and the Respectful Relationships workforce mentioned that when key elements of the pilot were spread too far apart across multiple terms it was harder to maintain this momentum. Going forward the pilot should continue to be aligned to schools' timings, and it would be beneficial to consider aligning closer to the school year. This would allow schools to consider their commitment to the MoRE project in their budgets and annual planning cycle.

Update the content of the program to include updated 'Man Box' research and to respond to schools' interests – The Men's Project is currently undertaking further research on the 'Man Box', which when published, should be incorporated into the MoRE program content. In addition, the content could be updated to reflect findings about how COVID-19 and lockdowns have affected young men, a key motivation for some schools to engage in the pilot. Some stakeholders also mentioned that they would have benefitted from more content discussing intersectionality, or, in the case of the UMB workshops, tangible resources, plans and case studies specific to school and community.

Grow

Consider offering greater flexibility in the delivery model for UMB workshops – given the varied feedback from schools about the delivery models, relevance and required commitment for the UMB workshops, it would be beneficial for the program to consider offering more flexible options for schools. This could range from:

- Offering the option for schools to attend online or in person
- Pre-recording some or all of the sessions, or using an individual online training format so that staff do not have to attend all sessions together
- Condensing some of the workshop content
- Offering lead Respectful Relationships schools, or schools that are confident and mature in engaging with healthier masculinities the option to 'fast track' through the workshops.

Test restructuring the content of the program – the original design of the program involved the 3 x 1-hour UMB workshops at the start of engaging with the pilots, in part because they could support in recruiting MoRE champions. However, the pilot found that often the MoRE champions were either already selected, or that the selection of MoRE champions was independent from the UMB workshops. Moving the two-day MoRE champion training ahead of the UMB workshops could potentially help the workshops be more engaging for staff, and give clear next steps for the MoRE champions. A potential risk of this approach may be that MoRE champions are not adequately prepared for the two-day workshops, and this should be closely monitored in line with recruiting additional MoRE champions.

Work with the Department of Education to scale the program – consideration should be given as to how to balance scaling the program in terms of reach and depth. Given what is known about the length of time needed to affect change, the 'reiteration' element of the ADKAR model is critical for any application of the MoRE program. The additional challenges of staff turnover in schools, and the risk profile of having only a couple of MoRE champions, also make a compelling case for repeating the program in schools.

"And I think it's a training that we should do annually for people that are new to our staff, and just you know, reminders for staff...I might do all with a select few people like new staff plus some others who might...benefit from doing that." – MoRE Champion

Consideration should also be given as to how to increase impact by improving the *reach* of the program i.e., delivering in more schools. Given many schools who participated in the pilot had pre-existing motivations in challenging unhealthy masculinities and continuing this work, scaling to a state level would likely require

more investment in set up time to ensure school readiness, particularly for those at the start of their Respectful Relationships journey. However, a targeted approach will allow for further testing of the content and the approach. Potential categories to prioritise include:

Schools that withdrew from the pilot – a large number of schools withdrew from the pilot, despite having participated in the EOI process. These schools may be able to show how many of the implementation challenges have been addressed during the pilot.

Schools that did not participate in the pilot, which are situated in pilot cohort areas – for these schools, strong Respectful Relationships workforce relationships can be leveraged to ensure smooth implementation and high participation, and allow The Men’s Project to focus resources on schools and content delivery. In addition, the facilitators will have contextual understanding for some of these geographic areas and communities.

Lead Respectful Relationships schools in areas that did not participate in the pilot – these schools are likely to respond well to the program, enabling further insights about what does and doesn’t work to create impact. However, new relationships with Respectful Relationships workforce are likely to take time to build.

Embed

Empower school staff to include the student voice – some MoRE champions spoke about their aspirations and early initiatives to engage students in the program, or similar program. This might involve working directly with students to think about initiatives at the school level, using principles of co-design.

Compliment the whole-school approach with mobilisation across communities – Schools are influential in their local communities, and can drive change that goes beyond the school setting. The pilot uses a multi-layered approach to effecting community-level change, where the community is a school. Where the school community is seen as simultaneously part of a broader local ecosystem of families, staff, local individuals and other organisations, the case for expanding reach using community partnerships is based on increasing impact and making change sustainable and long term.

While some MoRE participants had already begun working with local community groups and other services, there is an opportunity to make this an explicit and parallel part of the program.

Stakeholders spoke about how to create other local partnerships, such as with community and sport groups, which also have a large impact on students’ behaviour. For some schools, this may mean working with other schools in the area, and particularly working on partnerships between primary and secondary schools. This would also help to address areas where champions and participants were less confident, for instance in responding to their schools’ specific community contexts and the ways that gendered norms play out in the homes and lives of their students.

Community mobilisation might also involve implementing the MoRE program in community groups alongside schools, or embedding the training in a place-based approach where multiple community stakeholders attend training at and with schools. This has the dual benefit of supporting The Men’s Project to deliver contextually relevant training, and supporting school staff to implement change in the more challenging areas of families and the broader community. This is supported by research that shows community level prevention initiatives should be *holistic*, and use multi-pronged approaches.⁶⁸

Work to integrate the program into the schooling system – to ensure longevity and sustainability of the program, including ensuring that schools are building on their progress over time, the MoRE program could be integrated into the broader education system in Victoria. Suggestions include:

- incorporating the MoRE program directly into the Respectful Relationships support that schools receive, including training the Respectful Relationships workforce as MoRE champions, and developing more materials and resources that support implementation of a Respectful Relationships whole-school approach.

⁶⁸ Flood, M., (2023) Community-level Prevention: A vital next step in ending domestic and sexual violence. QUT Centre for Justice Briefing Papers, May 2023(37), pp. 1-4, May 2023.

- the program could consider credentialing the program, to allow staff to count the time towards their professional development requirements and raising the reputation and prestige of the course.

Ultimately, realising long-term, systematic value from this program hinges on truly embedding it into school business-as-usual activities, among the other priorities and demands that schools are managing and within resourcing and capacity constraints.

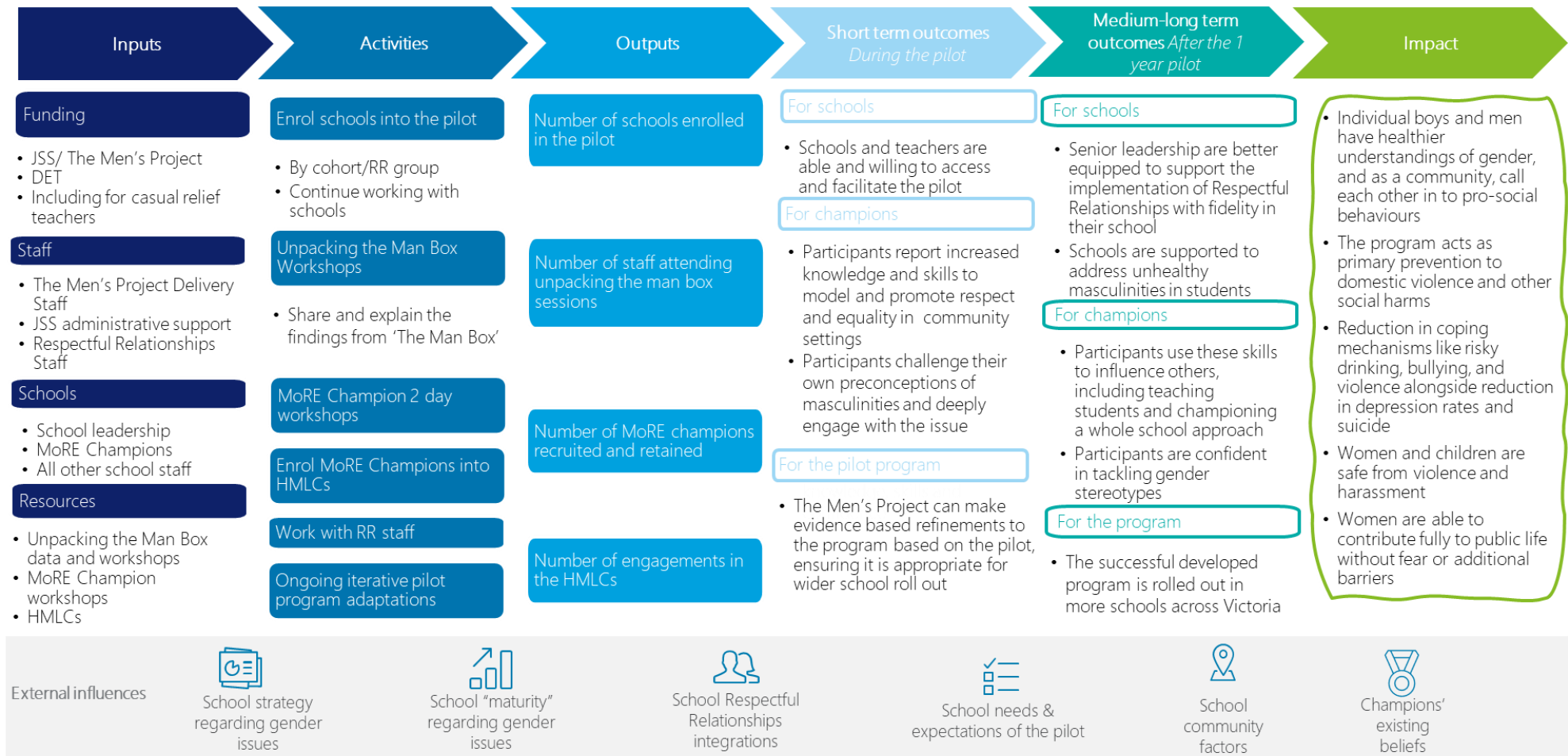
8.4 Implications of the pilot and evaluation for other programs working to prevent family violence by challenging unhealthy masculinities

The pilot has shown that working with large groups to raise awareness, alongside intensive work with selected champions, can lead to greater understanding of the links between unhealthy masculinities and family violence, and confidence to challenge unhealthy masculinities at an organisation level. This implies that other organisations and communities may benefit from using these findings to deliver similar programs in other contexts.

The pilot has shown that training of this nature effectively equips practitioners to challenge unhealthy masculinities not only among their students, but also as they manifest in the behaviours of their colleagues and peers. This implies that the MoRE program principles may be applicable to other organisations such as workplaces, community organisations, and sporting groups looking to work at a societal level to prevent family violence. While longer term monitoring and evaluation will be able to determine the effects on students, families, and communities, the early outcomes suggest a promising impact on these groups, when considered in the context of other research in this space. The pilot can be seen as building the evidence base for community mobilisation programs in Australia; and as such, other programs using this approach should similarly evaluate and monitor their early impact and longer term outcomes.

Appendix A Victorian MoRE Schools Pilot Program logic

Figure A.1: Program logic – MoRE Victorian Schools Pilot



Source: Deloitte Access Economics (2023).

Limitation of our work

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