



Engaging male university student leaders in the adaptation process of the One Man Can Intervention (OMCI) to inform sexual violence prevention strategies in student residences: A case study.

**Tania de Villiers**

Student number: **DRKTAN001**

**Supervisors:**

Associate Professor Sinegugu Duma (UCT)

Professor Naeema Abrahams (MRC)

Academic thesis completed for the degree of Doctor of Philosophy in Nursing in the Department of Health and Rehabilitation Sciences, Faculty of Health Sciences at the University of Cape Town.

**August 2016**

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

# Declaration

I, Tania de Villiers, hereby declare that the work on which this thesis is based is my original work (except where acknowledgements include otherwise) and that neither the whole work, nor any part has been, is being, or is to be submitted for another degree in this or any other University.

This thesis has been submitted to the Turnitin module and I confirm that my supervisor has seen my report and any concerns revealed by such have been resolved with my supervisor.

I empower the University of Cape Town to reproduce for the purpose of research either the whole or any part of the contents in any manner whatsoever.

Signed by candidate

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Dedication

I would like to dedicate this thesis to my husband **Granville de Villiers** and my daughter **Amelie de Villiers**, for their love and unconditional support during my PhD journey. They were my pillars of strength during the many times I felt weak, my sanity when I felt insane. I thank you Lord for their presence in my life.

# Acknowledgements

I would like to extend my sincere gratitude and appreciation to the following people, without whom this thesis would not be possible:

To my **Lord and Saviour Jesus Christ** for granting me the strength to start and complete this thesis.

To **Professor Sinegugu Duma** who recognized and nurtured my academic growth. I am grateful for her guidance, wisdom and mentoring in helping me conceptualize and implement this study. She believed in me and made me believe in myself as a young researcher and academic. I am sincerely thankful to Sinegugu for the funding she secured for this entire study.

To **Professor Naeema Abrahams**, thank you for your mentorship, guidance and gentle teaching, when I often felt overwhelmed. Your insights assisted me to think outside the box and to extent myself beyond what I thought I was capable of.

**Dean Peacock** and the Sonke Gender Justice Network for allowing me to use the One Man Can intervention. Thank you for facilitating the meetings that enabled me to clarify the objectives of the study.

To my funders, **Safety and Violence Initiative (SAVI)** at **UCT** for seed funding, the **Medical Research Council (MRC)** who funded the first year of my study, and the **National Research Fund (NRF)** who assisted in completing my thesis.

**Rodney Fortuin** for facilitating the workshops and assisting with the implementation of the adapted One Man Can Intervention. Junay and Melony who were present during the workshops as support to Rodney.

My research assistants **Zaida Damons**, **Inga Macinkati** and **Tapuwa Mataruka**. I am immensely grateful for their commitment to the study and for their efficiency throughout the data collection period.

My **colleagues** in the Department of Health and Rehabilitation Sciences who stimulated academic discussions and constructive feedback during the DQAC meetings that helped shape this thesis.

**Mrs Mary Shelton**, research librarian at the University's health sciences library for assisting me, unconditionally in the literature searches and sourcing materials from other institutions. To **Mr Cheslyn Levendall, Warren** and **Wendy Smith** for assisting me in inter-library loans and securing research material. I am immensely grateful for their kindness and support.

The Director of student affairs, **Dr Muneera Khan**, for assisting me in gaining access to the students, I am very grateful too.

The **research participants** in this study who remained committed from start to finish, I am immensely grateful for their passion and their valuable contributions to this study.

The **wardens of the male student residences**, who allowed me to conduct meetings in the residences during the recruitment phase of this study. Thank you for your availability after hours.

I am thankful to **Advocate Deon Ruiters** for his guidance and time in helping me understand the Sexual offences Act.

Thank you to **Mr Michel Dessources Jr**, New York, USA for designing the Men With Conscience Logo, manual and diagrams. I am immensely grateful for the time spent on making these designs unique and special.

To **Dale Clay** and **Levi Tango** of Digital Express, Cape Town. Thank you for your unconditional support during my Phd study and for often printing at very short notice. I am immensely grateful to you.

**Professor Antoine and Mrs Yvette Bagula**, their children **Herman, Fortuna, Nancy, Amani** and **Grace**. Thank you for your prayers and words of encouragement when I needed it.

**Mrs Blyda Hopkins**, I appreciate your words of encouragement and spiritual motivations. It always came at a time I needed it most.

**Ms Maria Manqangala**, my rock, my support and my pillar of strength. Thank you for quietly making my life easier and enabling me to spend hours, weeks and months writing my thesis.

**My parents**, for raising me to always be the best that I can be and yet remain humble. Thank you.

**My husband**, my life partner, my anchor and love, **Granville de Villiers**. Thank you for unselfishly supporting me in so many ways to complete this thesis and to realize my dream. Thank you for your unconditional love, your friendship, for being a soundboard when I felt frustrated by the process. Thank you for making me smile at times when I felt like crying.

Last, but certainly not least. I wish to thank my one and only darling daughter **Amelie**, who is the light in my life. Thank you for making me laugh, for checking up on my progress and for the many cups of tea. Thank you for your love.

## **ABSTRACT**

Sexual violence is a human rights violation, which affects physical, sexual, reproductive, mental and social well-being. The overwhelming burden of sexual violence is borne mostly by women and children at the hands of men. The university environment is no exception, and the impacts of sexual violence on students are multiple and complex. The extent of sexual violence in universities in South Africa is largely unknown, but local media allude to its common occurrence. University residences have been identified as communities at risk for sexual violence globally, and recent developments in primary prevention interventions for sexual violence globally and in South Africa provide opportunities to address this issue among university students. The focus of this thesis was on primary prevention, recognising that men are part of the solution. Male university student leaders residing in residences were engaged in a participatory process of adapting the One Man Can Intervention, which is a South African community-based primary prevention intervention to address Gender Based Violence and spread of HIV infection. The One Man Can Intervention has never been adapted for use with university students and although numerous sexual violence prevention interventions have been implemented and found to be effective in higher education institutions in other developed countries, no primary prevention interventions have yet been reported within South African university residences.

The aim of this study was to identify and describe the process of adaptation and implementation of the One Man Can Intervention with male university students to inform primary prevention strategies against sexual violence within university residences. A qualitative research methodology was used to conduct this study, using a case study design. Process evaluation was used to understand the case. Participants included 15 student leaders from five male university residences who participated in the series of workshops, which evolved into the adapted intervention. The study used focus groups, direct observations, participants' reflections and semi-structured interviews. Thematic data analysis was used to analyse the data.

The adaptation process led to development of a new intervention of six workshops, named by the participants 'Men With Conscience', which indicated ownership of the adapted intervention. The findings suggest that through participation in a series of six workshops, which addressed issues around gender norms and values, societal pressures for men's behaviour, understanding rape, bystander intervention and fostering healthy relationships, change was shown to be happening in the young men over the period of participation. Participants were challenged to think critically about sexual violence; they reflected on their role as men in

prevention of sexual violence; they reached a turning point after they understood what rape meant and they called upon themselves to become accountable for prevention of sexual violence within the university structures and beyond. This case study and qualitative data provide some evidence of how men can engage in discussions to prevent sexual violence.

The study concludes with seven recommendations: sexual violence prevention policies for the university setting; dedicated resources and funding for prevention of sexual violence interventions; incorporation of a public health approach to prevention of sexual violence; testing and implementation of the Men With Conscience model at universities in South Africa; curriculum development; and engagement of male students in prevention and training of student leaders on sexual violence.

**Key words:** campus sexual violence, male students in prevention of sexual violence in university settings, masculinities and sexual violence, interventions with males and current evidence on prevention of sexual violence.

## Table of Contents

Declaration.....	2
Dedication .....	3
Acknowledgements .....	4
Abstract.....	7
<b>Chapter 1: Introduction and background .....</b>	<b>16</b>
1.1 Introduction.....	16
1.2 Defining Sexual Violence .....	16
1.3 Sexual violence: A public health issue .....	17
1.3.1 Global prevalence estimates of sexual violence .....	18
1.3.2 Prevalence of sexual violence in South Africa .....	18
1.3.3 Effects of sexual violence .....	19
1.4 Contextualising the study .....	19
1.4.1 Evolution of the study .....	20
1.4.2 Study partners and research team .....	21
1.4.2.1 An overview of the One Man Can Intervention.....	21
1.5 Problem statement .....	22
1.6 Purpose of the study .....	23
1.6.1 Research objectives .....	23
1.6.2 Rationale and significance of the study .....	24
1.6.3 Research question .....	24
1.7 Boundaries of the study .....	24
1.7.1 A public health approach to sexual violence prevention .....	25
1.8 Theoretical perspectives that guided this study .....	25
1.8.1 A feminist perspective .....	25
1.8.2 The socio-ecological framework .....	25
1.8.3 Theory of change .....	27
1.8.4 Community Readiness Theory .....	28
1.9 Personal values and beliefs related to the conduct of this study .....	29
1.10 Definitions of terms .....	30
1.11 Organization of the thesis .....	32
<b>Chapter 2: Literature review .....</b>	<b>34</b>
2.1 Introduction .....	34
2.2. Sexual violence in an university context .....	34
2.2.1 Scope of the problem .....	34
2.2.1.1 Developing countries .....	34
2.2.1.2 Developed countries .....	39
2.3 Risk factors associated with sexual violence .....	43

2.3.1 Individual factors associated with sexual violence perpetration .....	43
2.3.1.1 Alcohol .....	43
2.3.1.2 Age .....	45
2.3.1.3 Personality traits.....	46
2.3.1.4 Transactional sex in university settings .....	46
2.3.2 Interpersonal level factors associated with sexual violence perpetration .....	47
2.3.2.1 Childhood experiences.....	47
2.3.2.2 Social learning .....	47
2.3.3 Community level factors associated with sexual violence perpetration.....	48
2.3.3.1 University traditions and rape culture .....	48
2.3.4 Societal or cultural level factors associated with sexual violence perpetration .....	49
2.4 Masculinities .....	50
2.5 Interventions with men to prevent sexual violence .....	52
2.5.1 Interventions with men that focus on intervening at individual level of risk .....	54
2.5.1.1 Addressing alcohol abuse .....	54
2.5.2 Interventions with men that focus on intervening at interpersonal level of risk .....	55
2.5.2.1 Bystander interventions .....	55
2.5.2.2 Relationship-level interventions .....	55
2.5.3 Interventions with men that focus on intervening at community level risk .....	56
2.5.3.1 Mobilising the community and changing social norms .....	56
2.5.4 Interventions with men that focus on intervening at societal level of risk .....	57
2.6 Key elements of intervention delivery with men .....	58
2.7 Process evaluation .....	59
2.8 Conclusion .....	59
<b>Chapter 3: Methodology .....</b>	<b>61</b>
3.1 Introduction.....	61
3.2 Section A: Qualitative research methodology .....	61
3.2.1 Choosing case study as a research design .....	63
3.2.2 The case .....	64
3.2.3 Process evaluation .....	64
3.3 Section B: The research process .....	66
3.3.1 Planning the study .....	66
3.3.1.1 Meetings with Sonke Gender Justice Network management .....	66
3.3.1.2 Gaining entry to the student residences and getting started .....	66
3.3.1.3 Research setting.....	67
3.3.2 The research team.....	68
3.3.2.1 The researcher.....	68
3.3.2.2 Research facilitators.....	68
3.3.2.3 Research assistants.....	69



3.4.2.2.2 Workshop 1 to workshop 5.....	93
3.4.2.2.3 Process evaluation.....	93
3.4.2.3 Field notes.....	94
3.4.2.4 Participants' reflections.....	94
3.4.2.5 Semi-structured interviews.....	94
3.4.2.6 Researcher's reflections.....	95
3.4.3 Scientific rigour and trustworthiness.....	95
3.4.3.1 Credibility.....	95
3.4.3.2 Transferability.....	96
3.4.3.3 Dependability.....	96
3.4.3.4 Confirmability.....	97
3.4.3.5 Reflexivity (bracketing).....	97
3.4.4 Ethical considerations.....	98
3.4.4.1 Informed consent.....	98
3.4.4.2 Privacy and confidentiality.....	98
3.4.4.3 Non-maleficence and beneficence.....	99
3.4.4.4 Justice.....	99
3.4.4.5 Compensation.....	100
3.4.5 Support for the researcher.....	100
3.5 Conclusion.....	100
<b>Chapter 4: Findings on adaptation and implementation of the OMCI .....</b>	<b>101</b>
4.1 Introduction.....	101
4.1.1 Sample and demographics of the participants.....	101
4.2 Part 1: Formative research findings prior to the One Man Can Intervention adaptation.....	102
4.2.1 Locate sexual violence in context.....	102
4.2.1.1 Defining sexual violence.....	102
4.2.1.2 Need for a space for dialogue.....	104
4.2.1.3 Proactive role in prevention of sexual violence.....	105
4.3 Part 2: Findings from the adaptation and implementation of the One Man Can Intervention and development of the new intervention.....	108
4.3.1 Intervention workshop 1: Personal values and belief systems.....	108
4.3.1.1 The role of society and religion on values and on sexual violence.....	109
4.3.1.2 Sexual violence and men's control of sexual urges.....	111
4.3.2 Intervention workshop 2: Societal prescriptions for men's behaviour.....	113
4.3.2.1 Act like a Man.....	114
4.3.2.2 Personal choice to screw up.....	117
4.3.3 Intervention workshop 3: Defining Rape.....	119
4.3.3.1 Knowing consensual sex.....	120

4.3.3.2 Knowing non-consensual sex.....	121
4.3.4.1 Intervention workshop 4: Courage to act.....	122
4.3.4.1 Courage to act in relation to one’s relationship with others.....	123
4.3.4.2 Courage to act in relation to religious values.....	125
4.3.4.3 Courage to act in relation to homosexual men.....	126
4.3.4.4 Courage to act in relation to knowledge and understanding of sexual violence.....	128
4.3.5 Intervention workshop 5: Maintaining your own identity.....	129
4.3.5.1 Open and honest communication.....	130
4.3.5.2 Religious and cultural influence.....	131
4.3.5.3 Decision-making processes .....	133
4.3.6 Overview of the five workshops .....	135
4.4 Conclusion .....	136

**Chapter 5: Findings on the process evaluation of the adaptation and**

<b>implementation of theOne Man Can intervention .....</b>	<b>137</b>
5.1 Introduction .....	137
5.2 Part 1: Findings from the process evaluation of the adaptation and implementation of the One Man Can Intervention - observations .....	137
5.2.1 Fidelity .....	137
5.2.2 Dose delivered.....	138
5.2.3 Context.....	138
5.2.4 Reach.....	140
5.2.5 Dose received.....	140
5.2.6 Recruitment.....	143
5.3 Part 2: Participants’ reflections on the process of adaptation and implementation.....	144
5.3.1 Pre-adapted One Man Can Intervention FGD.....	144
5.3.1.1 Getting to know about sexual violence.....	144
5.3.1.2 Locating men within the sexual violence agenda.....	145
5.3.2 Workshop 1.....	146
5.3.2.1 We were challenged.....	146
5.3.2.2 A comfortable space.....	147
5.3.3 Workshop 2.....	148
5.3.3.1 We should just be ourselves as human beings.....	148
5.3.3.2 Society’s influence on sexual violence.....	149
5.3.4 Workshop 3.....	150
5.3.4.1 Reflecting on self.....	150
5.3.4.2 I have learned so much.....	151
5.3.5 Workshop 4.....	151
5.3.5.1 We have a role to play.....	152
5.3.5.2 A call to be accountable as men.....	152

5.3.5.3 We can make a difference.....	153
5.3.6 Workshop 5.....	153
5.3.6.1 Learning to “listen”.....	154
5.3.6.2 A platform to share.....	154
5.3.7 My own reflections.....	155
5.4 Conclusions.....	155

## **Chapter 6: Findings six months' post intervention - evidence of impact and personal**

<b>growth.....</b>	<b>157</b>
6.1 Introduction.....	157
6.2 Growth at a cognitive level: <i>“we don’t want to face up to it coz it’s so scary”</i> .....	158
6.3 Growth in relation to family and friends: <i>“engaging in conversations with loved ones more freely”</i> .....	160
6.4 Growth in intimate relationships: <i>“getting consent was really a wake-up call”</i> .....	161
6.5 Taking on the role as bystander: <i>“I am now a lot more empowered to deal with the gender attention that students are challenged with”</i> .....	162
6.6 Sharing sexual violence prevention on social media: <i>“I think I am a rapist”</i> .....	165
6.7 Engaging with the prevention intervention: <i>“we felt free to talk about a difficult issue like sexual violence”</i> .....	166
6.8 Conclusion.....	167

## **Chapter 7: Discussion.....169**

7.1 Introduction.....	169
7.2 Sexual Violence in the University context.....	169
7.2.1 Rape culture.....	169
7.2.2 Important risk factors.....	170
7.3 Gender inequalities and masculinities.....	171
7.3.1 Society and cultural beliefs .....	172
7.4 Courage to act – men as bystanders.....	172
7.5 Taking ownership – Impact of the study on participants.....	173
7.6 Intervention delivery and process evaluation.....	173
7.7 Interventions with men.....	174
7.8 A process of change .....	175
7.8.1 Theory of change for the Men With Conscience model .....	175
7.9 Strengths and limitations of the study.....	177
7.9.1 Reliability.....	177
7.9.2 Generalisability of the findings.....	177
7.9 Conclusion.....	176

<b>Chapter 8: Recommendations and Conclusion.....</b>	<b>179</b>
8.1 Recommendations.....	179
8.1.1 Informing policy implementation .....	180
8.1.2 Dedicated resources and funding for interventions on prevention of sexual violence.....	180
8.1.3 Implications for public health.....	181
8.1.4 Future research.....	181
8.2 Conclusion.....	181

**Figures**

Figure 1: Socio-ecological framework.....	26
Figure 2: Stages of the community readiness model .....	29
Figure 3: Summary of the adaptation process .....	86
Figure 4: Men With Conscience model .....	136
Figure 5: Outcomes of the Men With Conscience model .....	157
Figure 6: Principles of the Men With Conscience model .....	168

References .....	182 - 209
Appendices .....	210 - 245

# **Chapter 1: Introduction and background**

## **1.1 Introduction**

This chapter describes how the study evolved and the contextual issues that justified the need for this research. The study originated at a time when sexual violence perpetration and victimisation in South Africa made media headlines almost on a daily basis, creating mass responses within university communities across the country. The urgency of addressing sexual violence prevention was recognised as imminent by the South African Government. Although many feminist and community organisations have lobbied against sexual violence, and social welfare and judicial structures were in place to address this issue, there were no clear guidelines on how to address prevention of sexual violence within university settings. This presented the need for higher education institutions to actively engage in developing prevention strategies.

In this chapter sexual violence as a public health issue is introduced. The study partners are described, as well as the purpose, objectives and boundaries of the study. In this thesis I present the course of engaging male university student leaders in residence in a process of adapting a community primary prevention intervention for sexual violence, which led to development of a primary prevention intervention for sexual violence, specifically for university settings. Although men are most often perpetrators and women victims of sexual violence, a central feature of my research and the focus of this thesis is the recognition that men are part of the solution to the problem.

## **1.2 Defining Sexual Violence**

Sexual violence is a human rights violation which affects physical, sexual, reproductive, mental and social well-being (World Health Organization (WHO), 2010, 2013). The overwhelming burden of sexual violence is borne mostly by women and children at the hands of men. Sexual violence can present in many different forms and in different circumstances, and is an act which the victim does not consent to or feels uncomfortable about, for example, sex jokes that demean or belittle women, cat calling, whistling and comments on women's appearance (verbal and emotional). Physical forms include touching women's breasts, hitting them on the buttock or touching their vagina. The most common form of the physical aspect of sexual violence is rape with oral, vaginal or anal penetration (Heise, 2014). The focus of this thesis is not only on rape, but all forms of sexual violence.

The WHO (2002:149) defines sexual violence as:

*any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting including but not limited to home and work.*

Rape is clearly defined in South African law (South African Act No. 32 of 2007: Criminal Law (Sexual Offences and Related Matters) Amendment Act of 2007) as:

*Any person ("A") who unlawfully and intentionally commits an act of sexual penetration with a complainant ("B"), without the consent of B, is guilty of the offence of rape).*

Sexual violence perpetration can occur in intimate partner relationships (e.g. husband and wife, boyfriend and girlfriend) and non-partner (acquaintance or stranger) heterosexual relationships. Sexual violence perpetration by men against other men also occurs (Barone, Wolgemuth & Linder, 2007). Similarly, women may also engage in sexually aggressive acts toward men (e.g. Anderson & Savage, 2005; Fisher & Pina, 2013). Other studies found women's sexual aggression towards women in same-sex relationships (Martin, Fisher, Warner, Krebs, & Lindquist, 2011) and men as victims of sexual violence (Hinojosa-Millan et al., 2013). However, the focus of this thesis is engaging men to prevent them from perpetrating sexual violence towards others.

### **1.3 Sexual violence: A public health issue**

The WHO suggests that sexual violence can be prevented because it is learned behaviour that can be unlearned (WHO, 2002, 2013). Evidence-based prevention of sexual violence and primary prevention among men is in its infancy, but preventing sexual violence before it occurs is crucial (Jewkes & Garcia-Moreno, 2010; WHO, 2010, 2013). There are different approaches to address sexual violence, for example the criminal justice approach, gender equality perspective, and human rights approach, but the WHO suggests that the best is a public health approach (PHA) (WHO, 2002), which was the approach taken in this study.

As described in the *World Report on Violence and Health* (Krug, Mercy, Dahlberg & Zwi, 2002), the PHA is a science-driven, population-based, interdisciplinary, inter-sectoral approach based on the ecological model which emphasises primary prevention. The PHA classifies prevention strategies into primary prevention (prevent sexual violence from happening in the first place); secondary prevention (immediate responses to reduce

recurrence); and tertiary prevention (long-term care to reduce disability and promote recovery) (Centers for Disease Control (CDC), 2004).

The focus of this study was on primary prevention, specifically on increasing young men's positive behaviour and attitudes towards sexual violence prevention within the university residence system. A key component of this study was a focus on how the study participants perceived their gender identity in relation to their social norms and values. Primary prevention strategies with males have been found to be effective internationally in reducing rape myths and changing attitudes, especially around consensual sex, but none have been adapted and tested outside developed settings (Breitenbecher, 2001; Gidycz, Dowdall & Marioni, 2002; Morrison *et al.*, 2004; Ryan, 2004; Barone, Wolgemuth & Linder, 2007; American College Health Association (ACHA), 2008).

### **1.3.1 Global prevalence estimates of sexual violence**

The global systematic review by the World Health Organisation reported that 35.6% of women globally had ever experienced physical and/or sexual violence by an intimate partner or non-partner (WHO, 2013), with a figure of 30% among partnered women. Dartnall and Jewkes (2013) in their description of the scope of the problem, showed the huge variations across the globe, reporting that from 6 to 59% of women experience sexual violence by an intimate partner. This more specific detail is provided by the disaggregated prevalence of sexual violence from WHO multi-country studies (Fulu *et al.*, 2013), which reiterate the seriousness and scope of sexual violence as a global human rights and public health issue (Garcia-Moreno *et al.*, 2006). Abrahams *et al.*, (2014) review showed the global prevalence of sexual violence by non-partners, estimating that 7.2% of women have experienced non-partner sexual violence. These lower rates of non-partner violence compared to intimate partner violence may be due to the lack of data.

### **1.3.2 Prevalence of sexual violence in South Africa**

The prevalence of sexual violence in South Africa is unacceptably high: in 2014/2015 53 617 sexual offences were reported to the South African Police Services (2015). This does not reflect the true extent of sexual violence, due to under-reporting (Jewkes & Abrahams, 2002; Lev-Wiesel, 2008). However, findings from community-based population studies on male perpetration found 28% of men in Eastern Cape and KwaZulu-Natal reported such rape (Jewkes *et al.*, 2011), with higher levels of 37% reported by men in Gauteng (Machisa, *et al.*, 2011).

The extent of sexual violence in university residences in SA is largely unknown, but local media allude to its common occurrence, for example the rape and murder of a 24-year-old final-year medical student in a student residence at the University of KwaZulu-Natal in March 2013 (Wolhuter, 2013:4). In an incident at the University of the Witwatersrand in Gauteng two senior academics were fired for sexual harassment and sexual assault of female students (John, 2013).

Literature on prevalence of sexual violence in South African education settings outside of university, for example among high school youth (South African National Youth Risk Behaviour Survey (SANYRBS), 2002; Jewkes *et al.*, 2010a), provide strong evidence that such experiences start early. Age of men at initiation of perpetration of sexual violence is 17–25 years. This is an important factor in identifying this group, i.e. undergraduate university students, for targeting in development of appropriate sexual violence prevention interventions (SANYRBS, 2002; Jewkes *et al.*, 2010a, 2010b).

### **1.3.3 Effects of sexual violence**

The health effects of sexual violence are life-long, and include effects such as unemployment (sociological), reproductive problems and HIV infection (physical), depression (mental health) and poor parenting skills (Jewkes & Garcia-Moreno, 2010). Effects of sexual violence on university students are multiple and complex (Collins *et al.*, 2009), compromising their abilities to exercise their sexual and reproductive rights (Edwards-Jauch, 2012) and impacting on university graduation rates (ACHA, 2008). Physical, mental and social effects of sexual violence are well documented (Campbell, 2002; Jewkes *et al.*, 2010b), and are no different for university students.

### **1.4 Contextualising the study**

South African universities have tried to deal with multiple forms of inequalities, including racism (Soudien, 2010), but sexual violence against women as a form of inequality has not received the same attention. In 2008 the university management at the University of Cape Town developed two policies to address this gap, i.e. policies related to Sexual Violence and Sexual Harassment. They committed themselves to provide an environment that is free from any threat of sexual harassment and sexual violence on their university campus. The main focus of these two policies was to respond to and manage survivors of sexual violence. Amongst other things, these policies specify roles of managers and reporting officers on how to address and deal with cases of sexual violence reported to them. In February 2013 the murder and rape of young women in Cape Town and in India prompted the university to join a global

protest. Management and students made a public declaration of their stand against sexual violence, by marching in the streets in solidarity with women and children who have been sexually abused.

There is no evidence that beyond efforts to respond to rape victims, prevention of sexual violence programmes have been considered at the university. The universities' efforts to address sexual violence on campus have mostly channelled energies into responses following the occurrence of sexual violence (secondary and tertiary responses), rather than channelling efforts into preventing sexual violence from happening in the first place, i.e. primary prevention. Furthermore, the interconnectedness between sexual violence and masculinity, perpetration and social context is poorly understood within the university residence system.

#### **1.4.1 Evolution of the study**

The university management recognised that it was important for the institution to become part of a broader response to sexual violence by engaging more actively in developing evidence-based, primary prevention interventions to prevent sexual violence in the university and broader South Africa. Based on these challenges and increased anecdotal evidence of sexual violence perpetration, particularly within the student residences, the university started engaging more actively in efforts towards primary prevention of sexual violence.

It was at this point that Associate Professor Sinegugu Duma, Head of the Division of Nursing & Midwifery, at the University of Cape Town, took the lead and embarked on a research project that could present evidence on how to address the problem of sexual violence perpetration in university settings. After obtaining ethical clearance to launch this initiative, the first phase of the project explored perceptions and experiences with sexual violence within the university setting among female students in residences. Students in residences were considered in the larger study as an important and most vulnerable group.

My PhD study, therefore, emerged from my participation as a research team member in the larger research project led by Duma (2013). Based on the findings from the pilot project, I responded to the need to engage male student leaders in dialogue and active engagement in prevention of sexual violence within university residences. My main aim with this study was to inform primary prevention intervention strategies in sexual violence perpetration using a process evaluation. Through reading the sexual violence intervention literature and discussions with experts, I was introduced to the One Man Can Intervention – an intervention that focuses on working with men to prevent sexual violence and HIV infection in the community. This intervention is discussed in more detail below.

My study responds to a global call for interventions that work with men to prevent violence and also to provide an evidence-based intervention to prevent sexual violence. Violence against women is part of the new Sustainable Development Goals (SDGs) launched at the United Nations Sustainable Development summit in September 2015. It is therefore important for South Africa as signatories to the of the SDG's to prevent violence in any form.

#### **1.4.2 Study partners and research team**

The key partners in this study were the Sonke Gender Justice Network and University of Cape Town. The Directorate of student affairs played a critical role on behalf of the participants and the University of Cape Town. The research facilitators and participants are described in more detail in Chapter 3.

##### **1.4.2.1 An overview of the One Man Can Intervention**

The Sonke Gender Justice Network (sometimes hereafter referred to as 'Sonke') is a South African based non-governmental, rights-based organisation established in August 2006 in response to the need to work with men to prevent gender-based violence (GBV). Sonke strives to prevent domestic and sexual violence, but also combines tackling the spread and impact of HIV and AIDS and promoting gender equality and human rights. One of the most well known interventions developed by Sonke is the One Man Can Intervention, developed as a response to the call to work with men on prevention of violence. The major goal of the One Man Can Intervention is to support men in taking a stand against domestic violence and sexual violence in their personal lives and in their communities. In so doing, the One Man Can Intervention helps men to establish and maintain healthy relationships with their partners, children and families, in an attempt to promote gender equality and healthy models of masculinity (Sonke Gender Justice Network, 2012). Sonke uses the One Man Can Intervention to work with men and boys of all ages and backgrounds, across a range of diverse settings in urban, peri-urban and rural areas with the firmly held belief that all men can work together towards gender equality by becoming advocates against GBV. Examples of the range of men and boys exposed to the One Man Can Intervention are religious and traditional leaders, farm workers, school learners and their parents, miners, commercial fisherman, young and adult men in prisons and upon their release, health service providers and policy makers at local, provincial and national level (Colvin, 2009).

The One Man Can Intervention consists of 29 interactive, action-orientated workshops that provide men with resources that will assist them in reducing the risk of violence against women, men and children (Sonke Gender Justice Network, 2012:22; Van den Berg *et al.*, 2013). Details of the content and activities employed by the One Man Can Intervention is found

in Appendix K. Principal strategies employed by Sonke are engagement, education and mobilisation of men to achieve gender transformation (Van den Berg *et al.*, 2013). Extensive qualitative and quantitative research, as well as ongoing monitoring and evaluation, informed the One Man Can Intervention in order to measure the impact and improve where necessary. This intervention is thus built on sound scientific evidence with theoretical foundations embedded in the socio-ecological model and theory of change. An important theory of change in the One Man Can intervention is, in order to address deeply held gender values, norms and practices, a multi-faceted approach is necessary in order to effect and maintain lifelong change (Sonke Gender Justice Network, 2012). A multi-faceted approach thus requires us to engage with the factors that influence and shape us at the different levels of the socio-ecological framework, i.e. at an individual level, interpersonal level, community level and societal level (Colvin, 2009). One Man Can employs social change strategies to promote changes at the different levels of the social ecology, which include socio-political and economic factors. By employing social change strategies, important collaborative relationships are established which generate multisectoral approaches, for example community education and mobilization, capacity building with institutions to implement the One Man Can Intervention and working with government to revise current policies related to gender transformation (Colvin, 2009).

One Man Can Intervention has been recognised by the WHO, UNAIDS and the United Nations Population Fund as an example of best practice (Van den Berg *et al.*, 2013), and implemented across all nine provinces in South Africa and beyond, e.g. North Sudan, Swaziland, Lesotho, Mozambique, Zambia and Malawi (Hatcher, Colvin, Ndlovu & Dworkin, 2014), but has never been adapted for use with university students. There is no reason to believe that the level of success achieved by implementation within the larger South African community may not be replicable with male university students. However, university residence settings and rural community settings are not the same, and interventions must be adapted for specific environments.

## **1.5 Problem statement**

University environments, including residences, have been identified as communities at risk for sexual violence globally, for example in Africa (de Klerk, Klazinga & McNeill, 2007; Olley, 2008; Agardh, 2011; Tora, 2013); the United States of America (USA) (Kanin, 1957; Kirkpatrick & Kanin, 1957; Koss, Leonard, Beezley & Oros, 1985; Koss & Gidycz, 1991; Koss, 1993; Koss & Rozee, 2001; Fischer, Cullen, & Turner, 2000); Europe (Krahe & Berger, 2013); South America (Lehrer, Lehrer, Lehrer & Oyarzun, 2007; Flake, Barros, Schraiber & Menezes, 2013; Hinojosa-Milan *et al.*, 2013) and Asia (Xu, Xie & Chen, 1998; Wang, Dong & Yang, *et*

al., 2015). Primary prevention interventions for sexual violence are needed to address this scourge among university students. Although sexual violence prevention interventions have been implemented and found to be effective in prevention of sexual violence in other countries' higher education institutions, no primary prevention interventions have yet been reported within South African university residences.

Sonke developed and implemented the One Man Can primary prevention intervention for GBV with a focus on men in specific communities in South Africa. The One Man Can Intervention has been documented as good practice in primary prevention of GBV and used in other parts of the world, for example the United Nations Populations Fund (UNFPA) and the Humanitarian Crisis Settings in Sub-Saharan Africa (Shand et al., 2013), but not yet adapted or implemented for the university environment. Evidence of impact of the One Man Can Intervention in the identified communities makes it imperative and desirable to adapt and implement it among male students within the university residence community and document critical factors associated with this process. This case study is therefore critical in informing strategies to prevent sexual violence within university residence life in future.

## **1.6 Purpose of the study**

The purpose of this case study was to identify and describe the process of adaptation and implementation of the One Man Can Intervention with male students to inform primary prevention strategies against sexual violence within university residences.

### **1.6.1 Research objectives**

The research objectives of this study were to:

1. Assess the nature and social context of sexual violence perpetration within student residences.
2. Adapt the One Man Can Intervention for use with male university students in the residences and develop materials for implementation (In relation to the adaptation).
3. Implement the adapted One Man Can Intervention with male university students (In relation to the adaptation and implementation).
4. Conduct a process evaluation on the adaptation and implementation of the One Man Can Intervention.
5. Describe the factors associated with the adaptation and implementation of the One Man Can Intervention to inform primary prevention intervention strategies.
6. Describe participants' perceptions, experiences and responses to sexual violence six months after implementation of the adapted One Man Can Intervention.

### **1.6.2 Rationale and significance of the study**

It was envisaged that this study would provide critical new knowledge on a sexual violence prevention intervention and implementation model with men in the university residence system as well as the larger, non-residence university structure. Furthermore, the findings could be used by the Department of Higher Education to inform policy and widespread use of the intervention at other university residences.

### **1.6.3 Research question**

This study addressed the following research question:

*What is the process of adaptation and implementation of the One Man Can Intervention to critically inform primary prevention intervention strategies against sexual violence in university residences?*

### **1.7 Boundaries of the study**

The study emerged in response to the need to engage male student leaders in a research process that could inform primary prevention of sexual violence within university residences, and subsequently on the broader university campus. Conducting this study was justified in the context of sexual violence as a public health problem, a human rights violation and enforcing gender inequality. Although issues such as race, poverty and inequality have been strongly debated and acted upon to some extent, the issue of sexual violence remains a growing problem and cause for deep concern, with very little done in terms of primary prevention.

I am mindful that, as a case study, this study was conducted on one university campus, in one province in SA. However, it provided an idea of its relevance to the South African context, at the same time providing a basis for future research in university settings elsewhere in SA, Africa and beyond. The latter present a prospect that is promising and optimistic for the future of sexual violence prevention in higher education.

While various disciplines and perspectives such as feminism, sociology and psychology have relevance to understanding sexual violence perpetration, I was mindful of my limitations in drawing on these perspectives exhaustively, as this extended beyond the scope of my expertise in this field. However, in conducting this study, and as the basis for understanding sexual violence as a public health issue, I have drawn on some theoretical and practical contributions, which present relevance to the issue of sexual violence prevention in university settings in South Africa.

### **1.7.1 A public health approach to sexual violence prevention**

Sexual violence, by its very nature, is a complex phenomenon. It was therefore important for me to gain insight into what the most appropriate approach would be towards prevention of sexual violence interventions with men. Literature reviewed indicated that the best approach to prevention interventions with men would be the public health approach. This was the approach taken in this study.

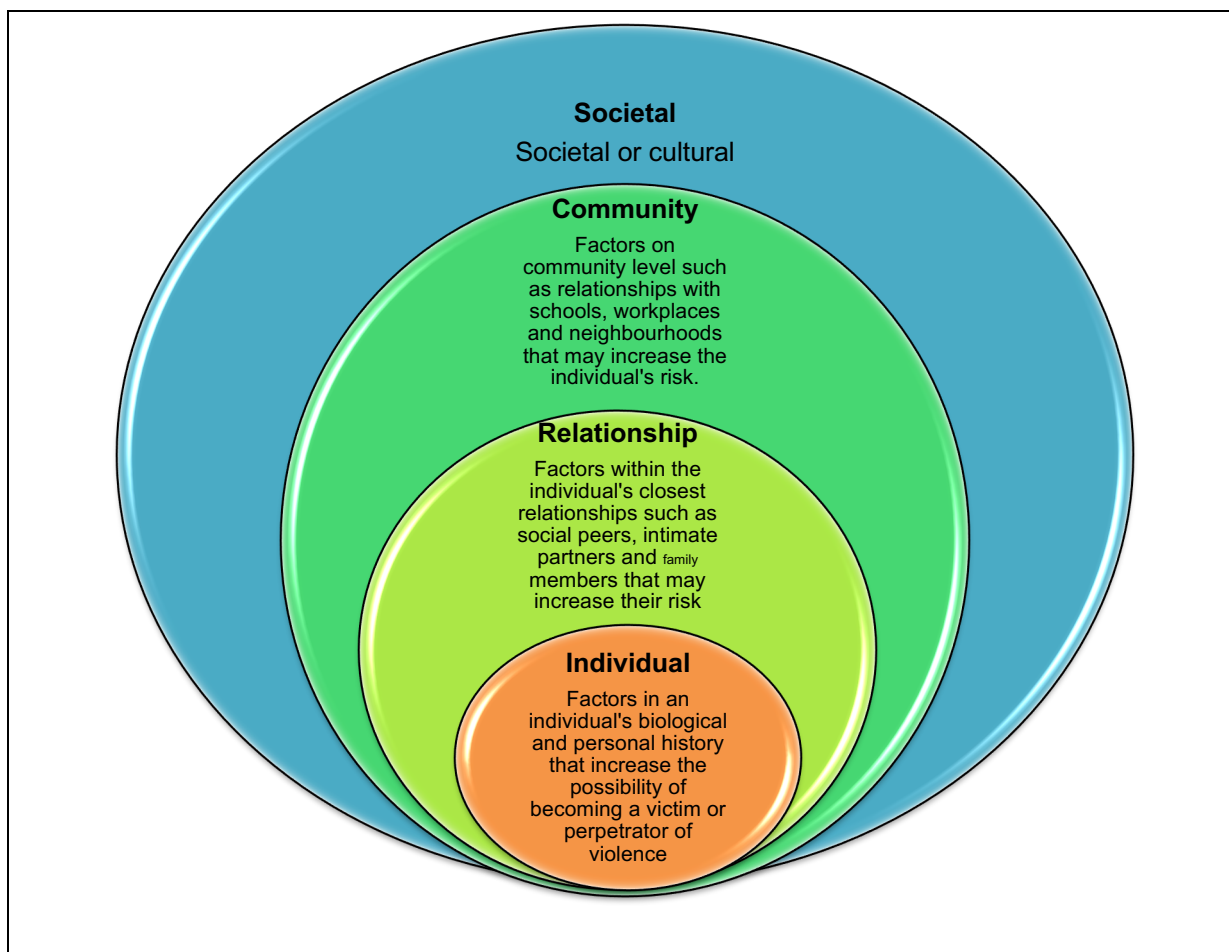
## **1.8 Theoretical perspectives that guided this study**

### **1.8.1 A feminist perspective**

Feminist theory views perpetration of sexual violence as emerging from male dominance, power, control and inequality (Yllo, 2005; Basile, Hall & Walters, 2013). Risk of sexual violence perpetration according to feminist theory, is understood within a social context, i.e. a society that favours patriarchy and male dominance is more likely to produce men who are violent and sexually abusive (Marin & Russo, 1999; Basile, Hall & Walters, 2013). The contention in feminism is that the use of violence by men is a means to subordinate women, and to maintain unequal power relationships between men and women especially through intimate partner violence (Dobash & Dobash, 1979; Bograd, 1990; Dobash, Dobash, Wilson & Daly, 1992). Working with men to address the social norms is a very important aspect of this thesis. The role of masculinities is thus an important element in working with men, which will be discussed in more detail in Chapter 2. A feminist perspective helps our understanding of the link between power relations, male dominance and gender inequality.

### **1.8.2 The socio-ecological framework**

Earlier theories on sexual violence focussed on the individual either as victim or perpetrator, suggesting single risk factors (Heise, 1998). However, the socio-ecological framework is a conceptual framework of risk factors associated with sexual violence perpetration. This framework provides an integrated approach to understanding the complexity and interconnectedness of sexual violence perpetration (WHO, 2002). The socio-ecological framework intersects at four critical levels of risk, at (i) individual; (ii) relationship or interpersonal; (iii) community; and (iv) societal levels (see Figure 1). These risk factors have been empirically proven (WHO, 2002, 2013) and more recent developments in risk factor research are showing how it informs intervention development (WHO, 2013; Jewkes, et al. 2015). The One Man Can Intervention has incorporated this effectively.



**Figure 1: Ecological framework of violence (WHO, 2002)**

Risk factors at an individual level include childhood trauma including emotional abuse and neglect, physical and sexual abuse (Bandura, 1977; Malamuth et al., 1991; Teicher, Tomoda & Andersen, 2006; Jewkes et al., 2010b), and alcohol and drug abuse (Jewkes et al., 2011). Factors associated at relationship or interpersonal (family) level are family members or friends who engage in violent and aggressive behaviour or who condone it (Lipsey & Derzon, 1998), male dominance and male financial control in the family (Heise, 1998; Heise & Garcia-Moreno, 2002). Factors related to dominance and control are also highlighted by Dobash and Dobash (1979) in feminist theory. Community level factors associated with sexual violence and risk include the extent to which masculinity and males' entitlement to sex is embedded in the community norms, low socio-economic status and unemployment and women's lack of support (Jewkes, Sen & Garcia-Moreno, 2002; Amoakohene, 2004; Ilika, 2005; Mitra & Singh, 2007; Hussain & Khan, 2008).

However, South African studies on risk (Jewkes & Abrahams, 2002; Jewkes, Levin & Penn-Kekana, 2002; Sen & Garcia-Moreno, 2002; Abrahams, Jewkes, Hoffman, & Laubsher, 2004;

Jewkes, Dunkle, Koss, Levin, Nduna, Jama, & Skweyiya, 2006) support Jewkes' argument that these risk factors presented in the socio-ecological framework are often inter-related and not neatly packaged into separate boxes, which thus presents this model with inherent conceptual flaws. Jewkes (2002) suggests that risk of violence perpetration is understood in relation to a network of interrelated socio-ecological factors which has, at its core, masculinity, women's gender order and a society that condones violence. Here we clearly see the interactions of the feminist theories with theories on risk factors. It's thus important for an intervention that aims to address gender transformation, to address those risk factors and its links to gender inequality.

### 1.8.3 Theory of change

Conceptually, theory of change *"is an outcomes-based approach which applies critical thinking to the design, implementation and evaluation of initiatives and programmes intended to support change in their contexts"* (Vogel, 2012). Theory of change provides a comprehensive understanding of the pathway taken to address complex social issues, such as sexual violence (Anderson, 2005), i.e. the what, the how and the impact. Through this pathway, long-term goals towards change can be achieved. The theory of change links in with the process evaluation (discussed in Chapters 2 and 3) used in this study.

The following five core elements underlie Theory of Change:

1. **Identifying your ultimate goals** refers to the primary impact of the intervention on participants, i.e. how participants in this study responded to the adaptation and implementation process and how much have they been influenced. Context is important in this step, because successful interventions require goals that consider the context in which the violence occur in a particular setting (Moosa, et al., 2012), for example university residences.
2. **Identifying your intermediate outcomes or strategies** which will be used to reach the goal, i.e. efforts or activities that bring about the changes observed in participants after each workshop.
3. **Identifying your activities** relates to the 'dose' or how much of the planned activities participants receive, i.e. similar to the element of dose received in process evaluation, theory of change tracks how much of the intervention was delivered and what change it effected.
4. **Showing the causal links** indicates which activities lead to which inter-mediate outcome and goals, i.e. which aspects of the adaptation process caused which effect to achieve which goal.

5. **Examining your assumptions** means the underlying principles that informed the activities or the context from which the activities emerged. This is a reflective process.

Theory of change for the One Man Can Intervention focus on addressing deeply held values and practices that reinforce violence against women. This intervention is based on the premise that men can advocate for gender equality and take a stand against sexual violence in their personal lives and in their community.

#### 1.8.4 Community Readiness Theory

The Community Readiness Theory provides a critical understanding of this study, because it is the integration of a “community’s culture, resources and level of readiness” to address a community’s issues effectively (Plested, Edwards & Jumper-Thurman, 2006:3). This theory therefore assisted in the understanding on how a group of young men, who would not only engage in the process of change, but who would be ready to shift. According to this model “readiness” refers to “the preparedness of a group to take action on an issue”, i.e. in this study, the level of readiness of male participants to address sexual violence prevention in student residences (Plested, Edwards & Jumper-Thurman, 2006:3). Considering that each community is unique, this model makes provision for contextual differences, i.e. an intervention that meets the needs of that particular community. The Community Readiness Model is made up of six dimensions and nine stages of readiness (outlined in Table 1 and Figure 2 below).

**Table 1: Six dimensions of community readiness**

No.	Dimension	Definition
1.	Community efforts	To what extent are there efforts, programmes and policies that address the issue?
2.	Community knowledge of the efforts	To what extent do community members know about local efforts and their effectiveness, and are efforts accessible to all segments of the community?
3.	Leadership	To what extent are appointed leaders and influential community supportive towards the issue? Is it one of helplessness or one of the responsibility and empowerment?
4.	Community climate	What is the prevailing attitude of the community towards the issue? Is it one of helplessness or one of responsibility and empowerment?
5.	Community knowledge of the issues	To what extent do community members know about the causes of the problem, its consequences and how it affects the community?
6.	Resources related to the issue	To what extent are local resources – people, time, money, space, etc. – available to support efforts?

Adapted from Plested, Edwards & Jumper-Thurman, 2006



**Figure 2: Stages of Community Readiness** (Plested, Edwards & Jumper-Thurman, 2006)

### 1.9 Personal values and beliefs related to the conduct of this study

As a researcher who considered the different theories related to sexual violence, I wish to declare the following beliefs and values I hold upfront, with particular reference to the conduct of this study:

1. I believe in gender equality, i.e. that men and women should be treated and valued at the same level humanly.
2. I believe that men and women can contribute collaboratively towards the prevention of sexual violence within our society.
3. I believe men can engage as partners in prevention of sexual violence rather than be perceived as only perpetrators of sexual violence.
4. As a researcher I am committed to conducting research that is focussed on gender equality, i.e. research that can benefit men and women, with my main agenda being primary prevention of sexual violence.
5. I am not of the belief that feminism is a “defensive rage” (in Gardiner, 2002: (i)) towards men’s issues. Instead I believe feminism to be a platform women use to be heard.

I chose to declare these perspectives upfront in order to clarify how these theoretical perspectives guided my thinking and research approach during the conduct of this study. By declaring my philosophical perspectives and the research paradigm upfront, I was also

adhering to bracketing. I chose to do this at the outset, i.e. to declare any pre-existing biases and assumptions in order to clearly examine the phenomenon at hand.

## **1.10 Definitions of terms**

### **Clarification of reporting in this study**

The approach I used in documenting this study did not follow a linear, conventional path. I became aware of this particularly during the adaptation and implementation phases of this study. It is for this reason that I chose to declare this upfront. The nature of qualitative research is iterative and so was the process evaluation and adaptation process used in this study. Therefore, at times it seemed as if there was repetition in documentation, but it was in fact the emergence of recurring themes that needed to be presented in context.

### **Impact**

In this thesis the term '*impact*' is used often in the findings and discussion chapters (Chapters 4, 5, 6 and 7). I need to clarify upfront that this was not an impact study, but the term '*impact*' is used to show the changes among participants during and after the intervention delivery, and which were drawn from the collection of qualitative data. This thesis describes the research process that led to the development a new model for use specifically in the university context.

### **Intervention**

The term '*intervention*' may mean different things to different writers, for example vocabulary.com describes intervention as "*intended to make things better*". According to the Cambridge Dictionary, intervention means to "*intentionally become involved in a difficult situation in order to improve it or prevent it from getting worse*". I applied both definitions as this best describes the meaning of intervention in the context of this thesis. For example, sexual violence is a complex issue and the intervention, i.e. the adapted One Man Can Intervention used in this thesis, aimed to prevent sexual violence.

### **One Man Can Intervention**

One Man Can is a primary prevention intervention for sexual violence and spread of HIV in the community; it is also the intervention framework used for adaptation in this study. The One Man Can Intervention comprises a number of workshops, each with its own objectives and activities.

### **Men With Conscience model**

Men With Conscience is the new intervention model that emerged from this study, which addresses sexual violence prevention with young men in university settings.

### **O'week (Orientation Week)**

O'week is a week allocated at the start of the university calendar to orientate first year students to the university. The week consists of different information sessions on various aspects of university life, for example introduction to the university building structure, transport, resources, information on life on campus, introduction to the various societies on campus sports and recreational facilities, etc.

### **Participants**

I chose to use the term '*participants*' throughout this thesis to maintain consistency in my reporting. The Cambridge online dictionary best describes the term "*a person who takes part in or becomes involved in a particular activity*". I do, however, use the words "*participants*" and "*young men*" interchangeably in the discussion chapter.

### **Post-intervention focus group**

Post-intervention focus group refers to the focus group discussion (FGD) that was conducted after delivery of the adapted One Man Can Intervention, which developed into the new intervention known as Men With Conscience.

### **Pre-intervention focus group**

Pre-intervention focus group refers to the FGD that was conducted before the adaptation of the One Man Can Intervention, in order to establish participants' perceptions, knowledge and experiences of sexual violence.

### **Res (Student Residence)**

This refers to campus housing for students.

### **Workshop(s)**

This thesis refers to '*workshops*' often, especially in the methodology and findings chapters (Chapters 3 and 4, 5, 6). The intervention delivery consisted of five workshops that were drawn from the One Man Can Intervention and included group activities that were interactive and encouraged participation. Much of these interactions were conducted in a workshop format. These workshops made up the intervention.

## **1.11 Organization of the thesis**

This thesis consists of eight chapters, outlined below:

### **Chapter 1: Introduction and Background to the study**

This chapter introduces the contextual background of the study and provides the reader with an overview of the study in terms of the aims, objectives and significance of the study. Sexual violence as a public health issue is introduced and located within the university residence system. Theoretical frameworks that guided this study are also described in this chapter.

### **Chapter 2: Literature review**

This chapter provides a critical examination and discussion of the literature in relation to sexual violence prevention. The chapter discusses the scope of sexual violence in university settings, while drawing on critical issues around risk and perpetration with reference to the socio-ecological framework, masculinity and interventions with men. This chapter also addresses intervention delivery and identifies the gaps in the literature in relation to sexual violence in universities in South Africa.

### **Chapter 3: Methodology**

This chapter provides a detailed account of the methods used to conduct this study and is divided into three main sections. Section A describes the research design used to conduct this study; Section B describes the research process and Section C describes the data management and data analysis techniques used.

### **Chapter 4: Formative findings and development of the adapted intervention**

The process of adaptation and implementation of the One Man Can Intervention is described in this chapter, as well as development of the new intervention model.

### **Chapter 5: Findings on the process evaluation – Observations and Reflections**

The process evaluation and its related elements is described in this chapter. My observations during each step is discussed with reference to the process evaluation elements. Participants' reflections and their transition during the research process is discussed.

### **Chapter 6: Findings six months post intervention – evidence of impact and personal growth**

The findings are described in relation to the experiences of participants six months after the intervention was delivered.

## **Chapter 7: Discussion**

The main findings are discussed in relation to the new intervention and how these are aligned to theoretical foundations. This discussion reflects on other studies in relation to the findings of my study.

## **Chapter 8: Recommendations and Conclusions**

This chapter makes important recommendations for future research, informing policy and response to sexual violence in university settings.

In the next chapter I present a critical discussion of the literature on sexual violence prevention. I also draw on critical issues around risk and perpetration with reference to the socio-ecological framework, masculinity and interventions with men.

## **Chapter 2: Literature review**

### **2.1 Introduction**

This chapter addresses the literature reviewed in relation to the research problem. Literature published in the English language as early as 1955 to date were reviewed and critiqued, because I needed to draw on earlier scholarly work on sexual violence in universities as a frame of reference. Searches were done using PubMed, Medline, EBSCO, Google Google scholar and hand searches, using the following search words: *campus sexual violence, male students in prevention of sexual violence in university settings, masculinities and sexual violence, interventions with males and current evidence on prevention of sexual violence.*

This literature review was guided by the theoretical and philosophical frameworks that informed this study (discussed in Chapter 1), along with the following two questions: What does this study would contribute towards our understanding of the risk and protective factors associated with sexual violence prevention in university settings in South Africa? How does this study contribute to the current knowledge and insights on the implementation of sexual violence prevention policies within the university structures in South Africa?

By addressing these two broad questions, this chapter examines literature in five important areas related to sexual violence prevention with young men in university settings: Firstly, literature that locate sexual violence within the university context which addresses the scope of the problem in developing and developed countries. Secondly, understanding sexual violence and risk, i.e. risk of perpetration and risk of victimisation on university campuses with reference to the socio-ecological framework. Thirdly, masculinities and the link to sexual violence perpetration. Fourthly, interventions with men as a strategy to prevent sexual violence. Fifthly, intervention delivery and its alignment to the socio-ecological framework. The chapter concludes with an introduction to process evaluation, the lens used in this study (discussed in depth in Chapter 3) and a concluding summary.

## **2.2. SEXUAL VIOLENCE IN A UNIVERSITY CONTEXT**

### **2.2.1 Scope of the problem**

#### **2.2.1.1 Developing countries**

Sexual violence in university settings in South Africa has become a key part of students' responses and activism in the face of poor transformation. Although ongoing activism against sexual violence was reported by the media during early 2016, a research report on the issue was published more than two decades earlier. University of Cape Town was the first university

in South Africa that made attempts to address issues of sexual violence by conducting a cross-sectional study on sexual harassment and violence in student residences in early 1990. This study was conducted during student orientation. The objective of this study was to conduct a *“university wide investigation into the attitudes, traditions and accepted behaviour that gave rise to the university’s policy in regard to sexual harassment”* (Ramphela, Molteno, Simons & Sutherland, 1991:2). The findings from this research found that 21% of respondents experienced some form of sexual violation. Although the response rate to this study was low, only 31.8% responded (207 from 650 questionnaires distributed), the findings nevertheless presented valuable insights into the problem of sexual violence at the university that required a response. The lowest response rate was from male residences. A critical finding from this study revealed sexual violence perpetration by male students against female students.

Although recommendations were made by this committee of enquiry to address the issue of sexual violence at the university at that time (e.g. Ramphela et al, 1991:71-75), there is no documented evidence that shows implementation of primary prevention efforts at this institution other than secondary and tertiary responses. However, this report resulted in other South African universities responding to sexual violence on their campuses.

Five years later a second university in South Africa, the University of Kwazulu-Natal, conducted research on students’ perceptions of sexual harassment, and found incidences of sexual violence with male students identified as the main perpetrators (Braine et al., 1995), supporting findings from the University of Cape Town study. The study sample used in the University of Kwazulu-Natal study was small and not representative of the student population, but the issue of sexual violence happening on its campus was highlighted. A second study conducted more than a decade later at the same university confirmed that sexual violence against females and gay men, perpetrated by male students, remained a problem (Collins, Loots, Meyiwa & Mistrey, 2009). In this second review, published as an ‘open forum’, the authors describe proposals on how to prevent GBV, based on anecdotal reports, data collected from 120 people (which included university staff and students perceptions of student safety) and interviews with witnesses of sexual violence, mainly in student residences. Although this review does not present robust, empirical evidence of sexual violence prevalence and risk factors from any university in South Africa, it highlights the existence of sexual violence on university campuses and presents opportunities for further research on the scope of the problem.

Rhodes University was the third higher education institution in South Africa to conduct a multi-method study, including reviews of archival data and in-depth interviews on sexual violence

reported over a period of 21 years (1984–2005). The latter showed that victimisation of women perpetrated by men had been prevalent on the university campus for the full period of 21 years (de Klerk, Klazinga & McNeill, 2007). University authorities denied such occurrences for fear of the institution being brought into disrepute (de Klerk, Klazinga & McNeill, 2007). In 2000 the university journal *Activate* (2000:4-5; cited in de Klerk, Klazinga & McNeill, 2007):

*Rape as an issue on this campus has for too long been accorded phantom status. Official denials based on a lack of reported cases have left the question open and a maze of dead ends for anyone trying to investigate the realities of rape on campus.*

All three universities referred to above are historically White, English-speaking, advantaged and more liberal compared to other historically White, advantaged but Afrikaans-speaking universities (e.g. Pretoria University, Potchefstroom University and University of the Free State). Despite growing frustrations from management to student protests and pleas for responses, sexual violence in South African universities remains a problem.

Many robust studies have been conducted on prevention of GBV, which included intimate partner violence and sexual violence, and tested in randomised control trials in South Africa, but these were largely community based. For example, the Stepping Stones intervention with young men and women to prevent HIV infections (Jewkes et al., 2006) and Sonke's One Man Can Intervention, discussed in Chapter 1. This study was started two years ago when sexual violence on campus was not in the media as it has been at the start of 2016. The urgency to implement prevention interventions with men at universities is now more relevant than ever before and the outcomes of this study are responding to a serious gap.

Many more reports from media, conference proceedings and academic publications from different parts of Africa provide similar scenarios of sexual violence within learning institutions. For example, Kenya made international headlines in 1991 when media reported on female students experiences of rape by fellow male students at a high school in Kenya (St. Kizito Secondary School). Following this report, Kenya responded by engaging in a national debate on sexual violence in its educational institutions (Omaar & de Waal, 1994). However, I could find no documented evidence of any interventions to address sexual violence in educational institutions subsequent to these debates.

Sexual abuse at a second learning institution in a sub-Saharan country (Zimbabwe) was reported in a local newspaper two years later (Sunday Times, 19 September 1993). In another college in Zambia, their female students, who made up 15% of the student population, were

harassed by their male counterparts (Omaar & de Waal, 1994). In 1990 a female student at the University of Dar-Es-Salaam (Tanzania), committed suicide following incidents of sexual assault and forced pornography. While it is unclear whether the suicide was a direct consequence of the sexual assault or whether it was related to the victim not being heard by university authorities, the incident nonetheless reflects the impact of sexual violence.

Among all the African countries Nigeria has done some prevalence studies on the topic of sexual violence within university settings. In a cross-sectional study conducted on 1 455 (798 male and 657 female) participants in Nigeria, findings concluded that *“rape incident is considered a common phenomenon on Nigerian University campuses”* (Elegbeleye, 2006:48). Two years later a cross-sectional study was conducted at another university in Nigeria (Ibadan University) to measure sexual risk behaviour amongst first-year students in relation to childhood sexual abuse and alcohol use (Olley, 2008). This study was a representative sample of first-year students, drawn during their orientation, in which 841 first-year students participated (538 males and 303 females): 19% females and 0% males reported rape. Results from this study provided important new empirical evidence of first-year students’ vulnerability to sexual risk behaviour and a strong link between childhood sexual abuse, alcohol and age in sexual violence perpetration (Olley, 2008).

A Ugandan cross-sectional study, using an 11-page questionnaire consisting of 132 questions and a sample size of 980 (633 males and 347 females) university students, measured the relationship between perceived threats of violence and its relationship to sexual coercion. This study found no difference in gender between students’ experiences of sexual coercion and exposure to violence (Elegbeleye, 2006). The questions used to assess sexual coercion were adapted from an instrument used in a population study in Sweden. Although the results of this study present some information around sexual violence at this university, this study was not without methodological flaws. For example, questions on exposure to violence were limited to two questions to which respondents needed to answer “yes” or “no” (Agardh et al., 2012:3). Furthermore, not all questions in the questionnaire were answered. There was no information on how often violence occurred, who the perpetrators were or where the violence happened.

Similar to the Ugandan study, results from a prevalence study conducted at Wolaita Sodo University, Ethiopia, where 374 female students completed self-administered questionnaires, found 23.4% females reported attempted rape and 8.7% completed rape (Tora, 2013). Many of the studies reviewed found female students reported a higher incidence of sexual violence in relation to male students’ lower rates of reporting. This could be related to men’s perceptions of what constitutes sexual violence, alluded to earlier in relation to the Nigerian study.

Although many more studies on sexual violence in university settings have been conducted across Africa, no research on prevention interventions have been found. Other than prevalence studies, various research projects on sexual violence in universities in sub-Saharan Africa over the last three decades highlights its complexities in higher education (e.g. McFadden, 1997), students' perceptions of sexual violence (e.g. Bless, Braine & Fox, 1994; Mayekiso & Bhana, 1997) and gender dynamics (Bennet, 2009). However, these research findings and reports address sexual violence in universities as a social discourse, raising awareness through activism and how policies should be developed to respond to the problem, but provide no evidence of any primary prevention interventions to eradicate sexual violence.

Interventions are unlikely to happen if there is no scientifically based prevention model that can be implemented, or if there is reluctance from university management to intervene. The latter is a concern raised earlier in this discussion by de Klerk, Klazinga & McNeill (2007) in their findings at Rhodes University, where it was felt that the university management was not responding to the call to intervene in sexual violence. This makes my study unique and critical, because it proposes a solution to the problem of sexual violence in universities and I have endorsement from the University of Cape Town management.

In other developing countries research on sexual violence in universities is an emerging field. Studies from South America reported mostly on prevalence and risk. For example, a study conducted at a large public university in Chile with a sample size of 455 found that 17% of the participants (male and female) reported experiences of sexual violence during the last 12 months (Lehrer, Lehrer, Lehrer & Oyarzun, 2007). The study also found childhood sexual abuse to be a major risk factor for perpetration, reported by 20% of participants, with religiosity reported as an important protective factor.

In a prevalence study conducted on small sample of students (128 respondents) at the Pereira University of Technology, Colombia, sexual violence was found to be a problem affecting not only females but males too (Hinojosa-Milan et al., 2013). In this study, 13% of all respondents reported one or more incidents of violent sexual events during their university life, of whom 1.6% reported rape.

In Sao Paulo, Brazil a cross-sectional study was conducted on 362 (37% male and 63% female) undergraduate students from two universities, one private and one public (Flake, Barros, Schraiber & Menezes, 2013). Of the total sample, a high number (76%) reported victimisation and/or observed perpetration of psychological (33.6%) and sexual violence

(8.4%). Although the sample in this study may not be representative of the Brazilian university community, it alludes to the problem of violence and its impact on students, which is a concern in other developing countries that needs to be addressed. Due to the gaps in the literature from developing countries, I will now draw on studies from developed countries, mainly the USA, where extensive research has been conducted over the last five decades.

### **2.2.1.2 Developed countries**

Compared to Africa, sexual violence on university campuses in the USA was identified as a social problem as early as the 1950s, when Eugene Kanin started to uncover unreported incidents of sexual violence on campuses (Kanin, 1957; Kirkpatrick & Kanin, 1957). Kanin and colleagues conducted a study on a small sample of 262 college students and found that 62% of females reported sexual violence victimisation by male students; and 26% of male college students reported perpetration of attempted forced sex (Kanin, 1957; Kirkpatrick & Kanin, 1957). Kanin and his colleagues replicated their 1957 study two decades later and found similar results (Kanin, Stanley & Parcell, 1977). However, Kanin and his colleagues used small samples which were not representative and presented challenges in generalisability of the findings. Although small samples were used, these studies highlighted the problem of sexual violence on the university campus.

Mary Koss led the research on sexual violence in university settings in the USA since the mid-1980s and continued to expand it until she died in 2014. Koss and colleagues conducted a cross-sectional study on sexual experiences among students at a mid-western university in the USA, and found low levels of sexual violence experiences among both male and female students (Koss, Leonard, Beezley & Oros, 1985). However, the research at that time was localised to specific universities where the researchers were based, and the data collection methods used self-administered questionnaires, which left the findings open to critique in relation to its generalisability.

In response to this gap in generalisability in the research at that time, Mary Koss and colleagues Christine Gidycz and Nadine Wisniewski conducted the first national survey on incidence and prevalence of sexual aggression and victimisation in higher education institutions in the USA, using the Sexual Experience Survey (SES). The SES is a self-reported questionnaire using screening questions to identify experiences of unwanted sexual contact, sexual coercion and rape (Koss et al., 1987). The SES was later used and modified by researchers in studies outside university settings (Koss, Gidycz & Wisniewski, 1987), New Zealand (Gavey, 1991) and more recently in Germany (Krahe & Berger, 2013).

In Koss' 1987 study a random sample of 6 159 (3 187 female and 2 972 male) students from 32 of the 93 different higher education institutions across the USA that were approached, participated (Koss, Gidycz & Wisniewski, 1987). Students who participated in this study included both those living and not living in residences. Although the sample used in this study was not entirely representative of the higher education enrollment in the USA at that time, it nevertheless presented important evidence of sexual violence prevalence in university settings. The results of this study found that 54% of female college students experienced some form of sexual assault, 15% reported rape and 12% attempted rape. One quarter of the males in this sample (25%) reported committing some kind of sexual assault and 7.7% reported committing rape, presenting disparity in reporting. Disparity in reporting sexual violence is also seen elsewhere (e.g. Tora, 2013; Krahe & Berger, 2013). According to Koss et al., (1987) the disparity in reporting sexual violence between female and male college students could be related to males' perception of females' non-consent as vague or ambiguous. The latter implies that men convince themselves that, by them using force to gain sex is a normal seductive process and not rape (Koss et al., 1987).

Koss' 1987 study was considered groundbreaking and created an awareness of the nature and extent of sexual violence in universities, in which she introduced terms such as "*date rape*" and "*acquaintance rape*" (Koss, Gidycz & Wisniewski, 1987). Koss' research contributions and collaborations expanded over many decades and consistently showed the growing problem of sexual violence in university settings, particularly in relation to prevalence in date rape, impact, interventions and responses to sexual violence (Koss, Dinero, Thomas, Seibel & Cox, 1988; Koss & Gidycz, 1991; Koss, 1993; Koss & Rozee, 2001; Koss et al., 2007, 2014 & 2015).

Although many university administrators at that time (Koss et al., 1987), denied prevalence of sexual violence on their campuses, research conducted subsequent to Koss and colleagues found supporting evidence of high prevalence rates of sexual violence, of between 10% and 15% within university settings in the USA (Abbey & McAuslan, 2004; Hall, DeGarmo, Eap, Teten, & Sue, 2006). Fisher and colleagues concluded that "college women are at greater risk for rape and other forms of sexual assault than women in the general population or in a comparable age group" (Fisher, Cullen, & Turner, 2000:iii; also Tjaden & Thoennes, 2000; Christopher & Kisler, 2004; Bureau of Justice Statistics, 2007).

Two decades after Koss' initial study, sexual violence prevalence in university settings remains high in the USA. An estimated 20–25% of female students in the USA are victims of attempted or completed rape at university (Fisher, Cullen & Turner, 2000; ACHA, 2008). In 2010, the

ACHA National College Health Assessment revealed that 1.9% of female students reported non-consensual sex and 3.1% reported attempted rape (ACHA, 2011). The ACHA (2008) found that at least 90% of sexual assault victims reported knowing the perpetrators, which was confirmed by other studies (Ullman, Karabatsos & Koss, 1999; Fisher et al., 2000; Armstrong, Hamilton & Sweeney, 2006; Lindquist, 2013). Despite these high prevalence rates, men's sexual aggression towards women continue (Turchik & Wilson, 2010; Abbey, Jacques-Tiura, & LeBreton, 2011; Black et al., 2011).

Sexual violence in universities in Europe has not been as extensively studied as in the USA. Studies on sexual violence in Europe have emerged slowly over the last two decades with only a few reporting on sexual victimisation in university settings. In Spain, Sipsma, Carrobes-Isabel, Montorio Cerrato & Everaerd (2000) found in their cross-sectional study that 33.2% of college female students have been victims of some form of sexual violence and 3.2% had been raped. In another Spanish study, 30.9% female students reported sexual coercion and 42.7% reported sexual victimisation (Fuertes, et al., 2006). However, none of these studies used representative samples and they are not generalisable to the general population of students.

In a German study conducted on a sample of 2 149 first-year students, the extent to which first-year students experienced sexual victimization and engaged in sexual aggression, was explored (Krahe & Berger, 2013). This study was the first of its kind in Germany to examine both sexual victimisation and perpetration in the same sample and in same-sex interactions by using Koss' modified SES instrument (Koss et al., 2007; Koss & Oros, 1982). They found a significant difference in perpetration and victimisation rates by sex, i.e. male perpetration of sexual aggression was higher than females, with female victimisation rates higher than for males. Although their findings were similar to studies from the USA in relation to prevalence of sexual violence, their study also presented new insights into the link between sexual behaviour patterns and the likelihood of sexual aggression (perpetration) and victimisation (victims), as well as disparity in reporting (both victims and perpetrators).

Gavey (1991) conducted a survey in New Zealand, using Koss and colleagues' SES (Koss & Oros, 1982; Koss & Gidycz, 1985), on 347 female and 176 male undergraduate university students, and found that 51.6% of the females reported experiences of sexual victimisation, with 25.3% either raped or experiencing attempted rape. Although this study sample is not representative of the overall population in relation to culture, ethnicity, age and educational level, which is a limitation of this study, the data presented do however, suggest that sexual violence is a problem in New Zealand university settings.

In Australia an earlier study conducted by Potter (1994), in which a survey was conducted across 23 universities in Australia, found very low levels of sexual violence reported. A year later higher levels were reported (Patton & Mannison, 1995). Research with men on sexual violence perpetration at university was started by Flood much later (Flood & Dyson, 2007): they found a strong link between sexual violence and male peer groups or memberships, discussed later in this chapter.

Research on sexual violence in universities in Asia is in its early stages, and requires research using larger samples to establish prevalence and risk factors that could inform prevention. However, in China studies have been conducted on sexual victimisation of students in colleges. For example, a survey on 178 Chinese female students in colleges found that 11.8% experienced sexual coercion, of whom 7.3% had been raped or experienced attempted rape (Xu, Xie & Chen, 1998). However, this study focused on prevalence of sexual victimisation only and not on perpetration. A later cross-sectional study conducted on sexual violence experiences of male and female students at three universities in Guangzhou, China, found that 25.4% of students experienced at least one form of sexual violence during the last 12 months, either as perpetrator or as victim (Wang, Dong, Yang et al., 2015). In this sample of 2 200 (52% males and 48% females), 3.9% identified themselves as victims only and 11.1% identified themselves as perpetrator only, reflecting the number of perpetrators at almost three times more than victims.

In Japan rates of sexual violence incidents at universities were low compared to findings from studies in other parts of the world (Ohnishi, Nakao, Shibayama, Matsuyama, Oishi & Miyahara, 2011). For example, in this latter cross-sectional study, with a sample size of 274 student participants (148 females and 126 males), 2% females and 1.6% males reported sexual violence (Ohnishi et al., 2011). These low rates in reporting sexual violence could possibly be related to under-reporting or lack of clarity on what constitutes sexual violence, also found in other studies (e.g. Gavey, 1991; Yu, 2004; Olley, 2008).

Under-reporting of sexual crimes seems to be an occurrence in other parts of Asia; for example in South Korea sexual violence such as rape remains a serious concern, but an under-reported crime (Yu, 2004). A study conducted with a small sample of Korean college students to examine attitudes towards rape, found a link between cultural beliefs and rape supportive myths in both a male and female sample (Lee, Kim & Lim, 2010).

Based on these findings in this discussion, sexual violence in university settings is a global problem, in both developing and developed countries. It is therefore important to examine the factors that contribute to perpetration of and victimisation in sexual violence.

### **2.3 Risk factors associated with sexual violence**

In a seminal paper on male perpetration of violence against women published as part of a series in *The Lancet* in 2015, experts suggest that in order to develop interventions which reduce the risk of men's use of violence, understanding the risk factors for men's perpetration of violence is an important starting-point (Jewkes, Flood & Lang, 2015). Due to its complexity and inter-relatedness, risk of sexual violence is discussed with reference to the socio-ecological framework, the conceptual model introduced in Chapter 1.

#### **2.3.1 Individual factors associated with sexual violence perpetration**

At an individual level, risk factors associated with sexual violence involve an individual's biological and personal history that increase the possibility of becoming a victim or perpetrator of violence, for example alcohol, age or personality traits.

##### **2.3.1.1 Alcohol**

Alcohol use has been identified as a key contextual factor associated with sexual violence in general and on university campuses all over the world, for example in South Africa (de Klerk, Klazinga & McNeill, 2007), the USA (Abbey, 2002; Mohler-Kuo, Dowdall, Koss & Wechsler, 2004; Lindquist et al., 2013), South America (Sierra, Quintanilla, Bermudez & Buela-Casal, 2009), Germany (Krahe & Berger, 2013) and New Zealand and Australia (Cashell-Smith, Connor & Kypri, 2007; Connor, Gray & Kypri, 2010). The literature indicates that in most cases of sexual victimisation and perpetration, alcohol is involved. For example, in the USA, prevalence of sexual violence associated with alcohol use by the victim and perpetrator, is estimated between at 30 - 75% (Mohler-Kuo, Dowdall, Koss & Wechsler, 2004; Abbey, et al., 2011). In Germany, Krahe and Berger (2013) found in their sample that nearly two-thirds (62.5%) who reported sexual victimisation (victim) and more than half (56%) who reported sexual aggression (perpetration), had consumed alcohol. Similar findings were reported by Lehrer, Lehrer and Koss (2013) in a university in Chile. At the individual level of risk, alcohol consumption by men has been associated with intimate partner violence. In a longitudinal study, findings showed a bi-directional relationship between men and women, and alcohol consumption, i.e. men who drink are more likely to perpetrate and women are more likely to be victims of violence (Heise, 2011).

In university contexts, male students are often influenced by peer group norms, commonly found in male fraternities or athletic groups, to behave in sexually inappropriate ways as such behaviour is condoned (Norris, 1994; Flood & Dyson, 2007). In such cases, being intoxicated justifies men's inappropriate, sexually forceful behaviours, especially in a peer group that approves and supports such behaviour (Abbey, 2011). In earlier research it was reported that men's sexually coercive behaviour was normalised by many fraternities, because women were seen as objects meeting the sexual needs of their male peers (Martin & Hummer, 1989). Often there is no remorse on the part of the male perpetrator, but the female victim often reports feelings of guilt and shame as she blames herself for being intoxicated (Norris, 1994).

Alcohol has been identified as a risk factor in studies with the general population (Shorey, Stuart & Cornelius, 2011; Jewkes et al., 2011). In the USA it is estimated that alcohol is linked to at least half of the sexual assault cases reported (Lewis, Travea & Fremouw, 2002; Sampson, 2002; Mohler-Kuo, Dowdall, Koss & Wechsler, 2004).

Research suggests that the two primary mechanisms which alcohol uses to increase the likelihood of sexual violence perpetration are pharmacological and psychological (Abbey & McAuslan, 2004). Pharmacologically, alcohol consumption causes impairment of cognitive functions, such as judgement and inhibition, especially when a situation requires one to suppress certain negative responses. The disinhibiting effect of alcohol abuse therefore leads to the violent behaviour. In men who are predisposed to sexual aggression, alcohol limits inhibition of sexual urges, which results in sexual entitlement and increased likelihood of acting on their sexual urges (Abbey et al., 2001).

My study does not show the psychological, cognitive and physical aspects of alcohol use and perpetration, but its effects in South Africa are linked to aggression and violence, which include intimate partner violence and sexual violence (Abrahams et al, 2006; Jewkes, Levin & Penn-Kekana, 2002). In Kanin's study, alcohol was an important factor in 61% of the date rapist sample, and 71% admitted that they tried to get their female date intoxicated (Kanin, 1985). Similar findings were reported by Quimette (1997), who interviewed 47 aggressive college men and found 30% to be abusing drugs and 53% alcohol. Other findings reported that college men who self-reported serious levels of sexual aggression described their alcohol use as drinking until intoxicated or drunk (Koss & Gaines, 1993).

The relationship between alcohol and violence is complex. It has been suggested by Jewkes et., al (2002, 2011) that the act of violence in men following alcohol abuse is not always related to the act of drinking itself, but linked to the conflict that ensues following the drinking. A study

conducted with South African men found that they often drink to gain courage to become violent, especially when such behaviour is socially accepted (Abrahams, 2006). This notion is supported by other non-South African researchers (eg. Norris, 1994; Abbey et al., 2001; Flood & Dyson, 2007).

In women, abuse of alcohol has been associated with increased risk of victimisation (Jewkes, Levin & Penn-Kekana, 2002; ). However the link between alcohol use and sexual victimisation in women is not really known, i.e. whether alcohol use precedes the violence or do women use alcohol after the start of violence to cope. In the WHO (2013) report, reference is made to the bi-directional nature of alcohol use, i.e. its link to perpetration and victimisation of sexual violence (also cited by Abbey et al., 2001). The causative effect of alcohol on sexual violence is not explicit in the literature, because no longitudinal studies have been conducted on this and we have drawn on mostly cross-sectional studies.

### **2.3.1.2 Age**

Young age has consistently been reported as an important risk factor at individual level, for sexual perpetration and victimisation (WHO, 2010). A South African study conducted with young men in a randomised control trial showed that age at first perpetration of sexual violence is between 17-25 years old (Jewkes, 2010a), which is similar to reports from other settings internationally (WHO, 2010). A survey conducted by the Centers for Disease Control in which over 2,800 college women participated, showed that 71% of women who reported experiences of rape, were sexually victimised before the age of 18 years. An additional 22% were between 19 – 24 years old, an age group associated with college students (Brenner et al., 1999). Although the link between sexual violence victimisation and age is not entirely clear, certain forms of sexual violence, such as sex trafficking of girls and sexual violence at schools have been associated with young age.

Swarthout, Koss and colleagues (Swarthout et al., 2015:1148) conducted a longitudinal study to analyse male college students' trajectories of sexual violence on the "*campus serial rapist assumption*", implying that a small group of males, often labelled "*serial rapists*" perpetrate most of the rapes on college campuses in the USA (Swarthout et al., 2015:1149). Their study showed no support for this assumption, but suggested that at least 30% of male students commit at least one sexually violent act during their adolescent years. This finding thus supports interventions that address primary prevention of sexual violence with males in university settings.

### **2.3.1.3 Personality traits**

Men's constructions of masculinity play an important role in violence against women, which is discussed in more detail later in this chapter . At an individual level, men with hostile and negative sexual attitudes towards women, and men who identify themselves with traditional notions of masculinity and male privilege, are more likely to perpetrate violence towards women (Flood & Pease, 2006). Perpetration of sexual violence has been linked to personality characteristics such as poor impulse control and low empathy (White & Koss, 1993). Two reviews conducted in high and middle-income countries found a consistent link between antisocial personality traits and sexual violence perpetration (Abbey & McAuslan, 2004; Chan, 2009).

#### **2.3.1.4 Transactional sex in university settings**

Conceptually, the term '*transactional sex*' emerged as a sexual economic exchange, i.e. money or gifts for women in exchange for sex with men (Dunkle et al., 2004; Luke, Goldberg, Mberu & Zulu, 2011). The concept has, however, been associated with GBV in South Africa and other areas around the world (Dunkle et al., 2004; Jewkes et al., 2009 & 2010; Groes-Green, 2014), i.e. victimisation was associated with engagement in transactional sex.

The concept of transactional sex has also been identified by Shefer and colleagues as an important risk factor for sexual violence in the South African university context (Shefer, Clowes & Vergnani, 2012). A qualitative study among female university students at one university in the Western Cape showed not only the endemic nature of coercive sexual practices in heterosexual relationships, but also how patriarchy plays out in the dynamics of transactional sex, where men are seen as the provider and women at the service of men by offering sex. Female students engage in sexual relationships with older men, referred to as '*sugar daddies*', '*ministers of finance*' or '*blessors*', in order to gain access to money to pay for various material gains such as wearing fashionable clothing, cell phones, or driving in smart cars as a sense of social status amongst their peers (Shefer, Clowes & Vergnani, 2012:349).

### **2.3.2 Interpersonal level factors associated with sexual violence perpetration**

At an interpersonal or relational level, risk factors for sexual violence involve relationships with family members, friends and peers.

#### **2.3.2.1 Childhood experiences**

Relationships within families can impact use of violence within interpersonal relationships (Flezzani & Benschhoff, 2003; Abrahams et al., 2004; Abrahams & Jewkes, 2005); men who have witnessed and experienced abuse in childhood are more likely to abuse others, including

intimate partners (Anda et al., 2006; Matthews, 2009; Jewkes et al., 2012; Gould, 2015). At a psychoanalytical level, it is understood that men who experience childhood trauma may experience disordered attachment later on in life, i.e. they may be unable to establish meaningful, healthy intimate relationships with women, lack empathy and have low self-esteem (Fonagy & Target, 2003).

Two qualitative studies conducted in South Africa on men who kill, showed how aggression is developed from childhood experiences of neglect, abuse and family dysfunction (Matthews, 2009; Gould, 2015). In a meta-analysis it was found that childhood sexual abuse increased the likelihood of male sexual violence perpetration towards women three-fold (Jespersen, Lalumiere & Seto, 2009). Meta-analysis studies are considered robust and of high quality, as they combine studies from similar backgrounds. Similarly, females who were exposed to childhood sexual abuse are more likely to be victims of intimate partner violence as adults (Dunkle et al., 2004).

### **2.3.2.2 Social learning**

Having friends who engage in violent and aggressive behaviour or who condone it increases the individual's risk of becoming a perpetrator or victim (Lipsey & Derzon, 1998; Jewkes et al., 2006). Within a university context, all male membership groups and peer relationships, such as fraternity membership (Cook, 1995; Boe, 2016) or a university sports team (Koss & Gaines, 2003; Flood & Dyson, 2007) presents an important risk, i.e. belonging to the group, accepting the group norms and acting out group expectations. Acceptance into a community that condones sexual violence (e.g. membership of a gang) increases risk of sexual violence perpetration in young men (Wood, 2005).

Social learning in relation to the acceptability of sexual violence in certain cultural contexts is important, e.g. in the South Africa gang membership or delinquent peer associations have been linked to rape perpetration (Jewkes et al, 2012). Berkowitz supports this latter finding in his conceptualization of sex role socialization, i.e. men who are taught to be violent in a society that condones violence towards others tend to become violent (Berkowitz, 1992 & 1994). Sexual violence is learned behaviour and can therefore be unlearned (WHO, 2012, 2013), which is also stated in Chapter 1.

### **2.3.3 Community level factors associated with sexual violence perpetration**

Community level risk factors such as cultural practices and norms have been identified in many studies as key risk factors for male violent behaviour. National and international literature suggest the extent to which masculinity and males' entitlement to sex, impacts sexual

violence perpetration (Jewkes, Sen & Garcia-Moreno, 2002). Many studies on perpetration across the globe have provided this evidence (e.g. Amoakohene, 2004; Ilika, 2005; Mitra & Singh, 2007; Hussain & Khan, 2008).

### **2.3.3.1 University traditions and rape culture**

In the USA the university environment has been identified as “*The Hunting Ground*” by media reports, used to refer to the embedded rape culture within universities. Quinlan (2016) stated: “*The Hunting Ground*” illustrates how rape culture is alive and well on campus” ([www.thinkprogress.org](http://www.thinkprogress.org)).

*The Hunting Ground* is a documentary that illustrates rape culture on American university campuses. The notion of rape culture emerged in the 1970s in an American documentary entitled *Rape Culture* (Williams, 2007). Although this term has not been formalised scientifically, some authors have referred to it as a socially constructed set of attitudes and beliefs about gender and sexuality, where rape is normalised (Buchwald et al., 1993; Rozee, 2012). Behaviour associated with rape culture ranges from sexist jokes and comments, and unwanted sexual touching, to the act of rape itself and victim blaming (Attenborough & Frederick, 2014). Within the university context, rape culture is understood to be a manifestation of patriarchal norms embedded in university traditions (Flood & Dyson, 2007; Rozee, 2012). The notion of rape culture recently emerged as a concept in South Africa through media reports and anti-rape activists, but no documented scientific literature related to this issue could be traced.

In the USA the need to fit into university life motivates new students to implement longstanding traditions, irrespective of their nature (Armstrong, Hamilton & Sweeney, 2006). Similar findings were reported by Flood and Dyson (2007) in Australia; they found membership to men’s fraternities and athletic groups were strongly linked to sexual violence perpetration against female students. Armstrong, Hamilton and Sweeney (2006) conducted an ethnographic study over one academic year in a midwestern university in the USA on dating violence, and their findings supported Flood and Dyson’s findings. Flood and Dyson (2007:38) refer to men’s allegiance to sub-groups that support sexual violence against others, as follows:

*The codes of mateship and loyalty in tightly knit male groups in some sports, although valuable for teamwork, may both intensify sexism and encourage individuals to allow group loyalties to override their personal integrity.*

Although the notion of rape culture in universities has been alluded to through various media, and presents an important risk factor in principle, in my opinion it is a concept that cannot be ignored, but that requires further exploration. The notion of rape culture thus presents an important risk factor for sexual violence perpetration in university settings, especially where longstanding university traditions involve sexually aggressive behaviour.

### **2.3.4 Societal or cultural level factors associated with sexual violence perpetration**

In most societies men are regarded as a higher gender order than women, from which a range of norms and powers emerge (Hearn et al., 2012). The notion of sexual entitlement forms part of the dominance of the male gender, and in the South African context was enhanced by the increased urbanisation and migrant labour system, as well as its acceptability in gang culture (Coovadia et al., 2009). The latter raises important issues related to masculinity, gender dominance and social norms (Jewkes et al., 2006).

Historically societies have legitimised men's use of physical and sexual violence against women as a means to control and punish any resistance to it (Delius & Glaser, 2002; Coovadia et al., 2009). In Latino cultures the concept of '*machismo*', a concept defined as "*values & behaviours associated with masculinity, invulnerability and bravery*", has been identified as an important cultural risk factor in men's perpetration of sexual violence towards women (Chan, 2011:794). This notion is supported by other authors, for example Hernandez, Lira & Mendez (2004:40) reports that:

*sexual violence is mostly a masculine form of violence that works as a mechanism which limits and impedes the development of women in public settings.*

Society thus plays a critical role in constructing how men behave, for example "*men don't cry*", "*men should fight back*" or "*men should show strength*" (quotes from Sonke). They are socialised from before birth to believe that they have power over women, even if it means demeaning women as a show of their manhood, for example cat calling and whistling, which is accepted by society as "*a thing men do*" (Jewkes, 2012:1). Research consistently shows the role patriarchal norms and attitudes play in perpetration of violence against women in South Africa (Abbey & McAuslan, 2004; Jewkes et al., 2006, 2011).

## **2.4 Masculinities**

The literature on risk factors has clearly identified male dominance as a risk factor and many researchers have extended this into better understanding how masculinities contribute to

sexual violence. The notion of masculinity is associated with understanding men's use of violence and is therefore a critical component of this discussion. Primary prevention interventions with men to reduce sexual violence require us to address the current dominant constructions of what it means to be a man. Understanding men's use of violence towards women has been debated and received widespread attention from different perspectives for more than two decades (Morrell, Jewkes, Lindegger & Hamlall, 2013).

The concept of masculinities was developed in the early 1980s by Raewyn Connell, an Australian sociologist (Connell, 1983). Connell (1987) proposed that masculinities are a composition of practices influenced by gender relations between men and women, and are shaped by factors related to gender division of power, labour distribution and emotional relations. She further contends that masculinities and femininities are established as a result of a patriarchal gender structure, primarily concerned about male dominance and power over women (Connell, 1987).

"Hegemonic masculinities" introduced by Connell (1987:183), emerged as a critical concept as part of a discourse on masculinities, and has been used widely (Morrell, Jewkes, Lindegger & Hamlall, 2013). Connell (1995:77) defines hegemonic masculinity as:

*the configuration of gender practice which embodies the currently accepted answer to the problem of the legitimacy of patriarchy which guarantees (or is taken to guarantee) the dominant position of men and the subordination of women*

Conceptually, hegemonic masculinity is perceived as the most dominant and renowned form of manhood (Connell, 1987), in contrast to other forms of masculinities perceived as less dominant, such as complicity, subordination and marginalisation (Connell, 1995). Hegemonic masculinity is not imposed; however, men and women accept this form of masculinity as early as childhood as the norm to which men aspire to throughout their life (Morrell, Jewkes & Lindegger, 2013). The notion of hegemonic masculinity is therefore the interplay between men's identities, ideals, relationships, power and patriarchy, and perceived as the most idealised form of masculinity (Connell, 1995).

Although this type of masculinity is perceived as the highest-ranking, it may not be achievable for most men, for example due to poverty which prohibits his role as provider (Morrell, Jewkes & Lindegger, 2013). However, men nonetheless gain dominance and power over women through the legitimisation of patriarchal norms established in society (Connell, 1987, 1995). Although hegemonic masculinity is not based on violence in the true sense, it is often

associated with violent behaviour as a means to maintain male dominance (Connell, 1995). However, Connell's construction of masculinities has been critiqued by Beasley (2008) who argues that Connell's views on gender relations are too rigid. Beasley (2008), who argues that Connell's (1987:183) use of "*dominant masculinity*" is contradictory, because masculinity in this form does not always hold legitimate power or respect from society.

Masculinities in South Africa have been shaped by a colonial past, a legacy of apartheid linked to experiences of war and violence, with masculinities embedded in racial inequality (Morrell, 1998; Coovadia et al., 2009). White male South Africans were exposed to war through the nationalists' conscription to the army. This resulted in masculinities constructed by level of physical strength, bravery and acceptance of an authoritarian hierarchy (Morrell, 1998; Coovadia et al., 2009). The legacy of apartheid significantly impacted and shaped Black and Coloured masculinities, rendering traditional aspects of manhood unattainable (Coovadia, et al., 2009).

In as much as the debate on masculinities in South Africa was guided and influenced by work from scholars in developed countries, the critical issue was about how to implement these diverse masculinities in a country such as South Africa which is influenced by context, culture and history (Morrell, 1998; Breckenridge, 1998; Glaser, 2000; Morrell, 2001b; Ouzgane & Morrell, 2005). Robert Morrell, an educational historian, led the first scholarly work on masculinities and its link to violence (Morrell, 1998). Although the first publications did not all use the term hegemonic masculinity explicitly, there was a focus on men and their use of violence as a means of power. These earlier works included the white colonialists in Natal during the 19<sup>th</sup> and 20<sup>th</sup> centuries (Morrell, 2001b), Breckenridge's (1998) work on Black mineworkers, white gangs known as the "ducktails" (Mooney, 1998), gangs of Soweto known as "tsotsies" (Glaser, 2000) and the notorious gangs in the Western Cape (Luyt & Foster, 2001; Wood, 2005; Cooper, 2009), where sexual violence is very much part of gang culture.

The consistent theme that emanates from all these citations is how masculinity emerged from a gender identity that was socially constructed, rather than a genetic predisposition. It is thus argued that non-violent masculinity is possible, because masculinity is a dynamic social construct in a constant state of change in relation to culture, religion, family values and belief systems, race, class and political climate (Morrell, 2001; Jewkes, Fulu, Roselli & Garcia-Moreno, 2013; Jewkes, Flood & Lang, 2015).

As the knowledge on violence and masculinities emerged, researchers wanted to further understand why only certain men use violence as a means of control over women. According

to Jewkes and colleagues, one has to examine male identity in order to gain such an understanding (Jewkes et al., 2002; 2006). Research conducted by Moore (1994) suggest that certain men become violent once they perceive a threat to their male identity, i.e. once they feel a loss of power or control. The act of sexual violence is a means to regain his sense of power and control. However, the latter cannot fully explain why certain men perpetrate violence against women, as violence is not necessarily perceived as part of a successful masculinity (Connell, 1995). Furthermore, the reason why violence is perpetrated in some settings more than in others is not entirely clear. Understanding masculinities and how risk factors contribute to the development of interventions for violence prevention is thus critical.

## **2.5 Interventions with men to prevent sexual violence**

Despite efforts to implement sexual violence prevention programmes in universities in the USA, evidence on the evaluation of effective programme outcomes remain limited (Gidycz, Orchowski & Berkowitz, 2011). The call for intervention delivery to be based on sound theory has emerged in more recent literature with a shift towards engaging single gender audiences (CDC, 2014; Jewkes, 2015; Gidycz, Orchowski & Edwards, 2011; Thompson, Koss, Kingree, Goree & Rice, 2010). My study draws on these calls in relation to delivery of interventions with men, as the One Man Can Intervention is based on sound science and theoretical foundations. In South Africa recent discussions suggested interventions with men which are aimed at “reconstructing” masculinities and men’s understanding of “what it means to be a man” (Gibbs et al., 2015:209), rather than merely strengthening women’s resilience to violence. Few studies focus on sexual violence alone, but rather on GBV and intimate partner violence in general. Interventions on sexual violence are seldom carried out on their own, but are seen as part of the broader violence against women agenda.

Although men are perpetrators of sexual violence in most cases and support the hegemonic masculinities behind sexual violence against women (Abbey & McAuslan, 2004; Barone, Wolgemuth & Linder, 2007; Gidycz, Orchowski & Edwards, 2011), early interventions on prevention of sexual violence focused mainly on working with women (Gidycz, Orchowski & Edwards, 2011). These prevention programmes targeting mainly women focused on equipping them with tools to reduce their risk of sexual assault (Gidycz, Orchowski & Edwards, 2011), but evidence from evaluation studies show limited effectiveness of interventions with women (e.g. Gidycz, Lynn & Rich et al., 2001; Gidycz, Rich & Orchowski et al., 2006; Orchowski, Gidycz & Raffle, 2008).

However, literature on work with men over the last decade, strongly suggest interventions with

men should focus on gender equity (e.g. Connell, 2003; Esplen, 2006; Barker, Ricardo & Nascimento, 2007; Flood, 2004 & 2007b; Kaufman, 2003; Gidycz, Orchowski & Berkowitz 2011; Dworkin, Treves-Kagan & Lippman, 2013; Gibbs, Jewkes, Sikweyiya & Willan, 2015). These findings resulted in a shift from interventions with only women, to interventions with young men using a participatory approach (Dworkin, Treves-Kagan & Lippman, 2013; Torres, 2013; Gibbs, Jewkes, Sikweyiya & Willan, 2015). As Berkowitz (2002:163) states: “Even though only a minority of men may commit sexual assault, all men can have an influence on the culture and environment that allows other men to be perpetrators.” This implies that in order for prevention of sexual violence to be effective, men need to reflect upon themselves and their own potential for violence and take a stand against other violent men (Berkowitz, 2002).

The next section focuses on intervention through the lens of how it addresses the risk factors within the socio-ecological framework which I presented earlier. The list of interventions discussed below is not exhaustive, but focuses on the most common and promising areas of interventions. I draw on the systematic reviews conducted by DeGue et al., (2014), who reviewed 144 outcome evaluations on primary prevention strategies for sexual violence perpetration; and Fulu and Kerr-Wilson (2015) who reviewed a broader set of 244 interventions (not only sexual violence) as part of the global What Works programme to prevent violence against women. The latter categorise the effectiveness of the 244 interventions ranging from Category A as interventions with good evidence to Category F interventions with insufficient evidence.

### **2.5.1 Interventions with men that focus on intervening at individual level of risk**

Interventions that focus on intervening at individual level of risk include economic interventions, social empowerment of vulnerable women and girls, and alcohol use (Fulu & Kerr-Wilson, 2015). For the purpose of this literature review I shall now briefly focus the discussion on interventions addressing alcohol use as a risk factor in sexual violence, which not only impacts individual level of risk, but all levels.

#### **2.5.1.1 Addressing alcohol abuse**

Current evidence on the effectiveness of interventions which address alcohol-related violence are reported from high-income countries and cannot be generalised to low- and middle-income countries such as South Africa (Benegal et al., 2009). However, reviews conducted found evidence from low-to middle-income countries using different strategies to those used in high income-countries (Benegal et al., 2009; Heise, 2011).

For example, the RISHTA is an alcohol-reducing programme in India that focuses on integrating intervention on harmful use of alcohol into men's sexual and reproductive health. This programme uses community drama, street plays and group reflection (cited in Fulu & Kerr-Wilson, 2015). Evaluation of the RISHTA programme found a significant reduction in the overall alcohol use in this study population, but no reduction in their use of alcohol related to sexual behaviour (Schensul et al., 2010). In South Africa, the One Man Can Intervention has a component that addresses alcohol reduction, but evaluation to measure outcomes related to alcohol was not done and hence no conclusions can be drawn. The Stepping Stones intervention, on the other hand, achieved significant reduction in problem drinking among men at 12 months post-intervention (cited in Fulu & Kerr-Wilson, 2015), which could propose a model for low-to middle-income settings.

Evidence on impact from high-income countries is considered fair for interventions on reduction of alcohol abuse and intimate partner violence, but interventions based in low- to middle-income countries remains scant.

## **2.5.2 Interventions with men that focus on intervening at interpersonal level of risk**

### **2.5.2.1 Bystander interventions**

In the USA various types of interventions among male university students have emerged, and a promising one is *Bringing in the bystander* (Banyard, Moynihan & Plante, 2007; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2011; Potter & Moynihan, 2011). This approach to preventing violence at an interpersonal level is educating and encouraging peers to intervene as bystanders (teaching non-violent men and women to challenge sexual violence perpetration), and commit to taking responsibility to educate and empower others (Carr, 2008; ACHA, 2008; Berkowitz, 2009). Bystander intervention is implemented mostly in groups of men and boys in educational settings, with a primary focus on changing the individual and peer attitude and behaviour in relation to sexual violence. Bystander intervention is rarely implemented with women or both sexes (Berkowitz, 1994). Extensive research on educating and encouraging peers to intervene as bystanders found this to be effective in changing male attitudes, beliefs and behaviours towards women and sexual violence among male students (Berkowitz, 1992, 2002, 2009; Fabiano et al., 2003; Banyard, Moynihan & Plante, 2007).

Although the *Bringing in the Bystander* intervention has been tested using multiple designs, including RCTs and quasi-experimental (DeGue et al., 2014), three global systematic reviews

found no conclusive evidence for bystander interventions as a robust enough approach to prevent sexual violence and reduce risk of perpetration and victimisation (Eads & Barker, 2012; DeGue et al., 2014; Fulu & Kerr-Wilson, 2015). Furthermore, current research evidence does not indicate how bystander interventions address issues around gender transformations and social norms in relation to sexual violence prevention in university settings. Although the debate on the effectiveness of the bystander interventions in prevention of sexual violence is ongoing, the general consensus is that they show promise.

### **2.5.2.2 Relationship-level interventions**

Research suggests that violence against women and girls is perpetrated mostly at the interpersonal level, where families are often the first point of intervention. Interventions that address this level of risk focus on addressing communication and interpersonal skills, and conflict management (Fulu & Kerr-Wilson, 2015). Such interventions implement strategies that address gender transformation and power relationships between men and women, usually in a workshop format with men (Heise, 2011). Stepping Stones was identified as a large RCT (sample size 2 776) with a two-year follow-up, that addressed relationship and communication skills aimed at reducing intimate partner violence and HIV infection (Jewkes, 2008). The systematic review conducted by Fulu and Kerr-Wilson (2015) found fair evidence to recommend the Stepping Stones as a relationship-level intervention.

### **2.5.3 Interventions with men that focus on intervening at community level risk**

#### **2.5.3.1 Mobilising the community and changing social norms**

Interventions that address intervening at community level focus on risk factors such as the extent to which masculinity and males' entitlement to sex is embedded in the community norms, low socio-economic status and unemployment and women's lack of support (Jewkes, Sen & Garcia-Moreno, 2002; Amoakohene, 2004; Ilika, 2005; Mitra & Singh, 2007; Hussain & Khan, 2008). Interventions that use community mobilisation aim to engage men to change gender stereotype and norms at a community level, for example peer education and training, and community workshops. Recent reviews found that an increasing number of community level interventions are aiming to address all of levels of the social ecology (Fulu & Kerr-Wilson, 2015).

In South Africa intervention research conducted with men suggests that gaining an understanding of men who rape can lead to successful prevention of sexual violence and a positive change in gender attitudes (Jewkes et al., 2006, 2008, 2011; Eads & Barker, 2011). Evaluation of Stepping Stones, a South African gender transformative intervention, has shown

a reduction in men's perpetration of violence after a two-year follow-up (Jewkes et al. 2008). This intervention is currently the only one based on robust empirical research among men and boys that has been tested in a RCT, to show promise and reduction in sexual violence perpetration.

Hughes (2012) conducted an evaluation of the One Man Can Intervention, which is considered a multi-level intervention (discussed in Chapter 1) and found that, although there was limited change in men's attitude towards violence, there was a significant change in perpetration of sexual violence. The One Man Can Intervention is currently being tested in a rural community setting in an RCT in Mpumalanga province (South Africa) and further plans include testing it in an urban setting as well. Other interventions that focus on changing men's attitudes and behaviour include the Cambodian Men's Network and the Men's Action for Stopping Violence Against Women (MASVAG) in India. Both interventions showed evidence of some change in men's behaviour in intimate partner relationships, but more research is needed to make conclusive recommendations (Fulu & Kerr-Wilson, 2015).

In the USA The Men's Programme, is an all-male peer education, multi-media presentation intervention programme designed to decrease fraternity men's behavioural intent to rape (Foubert, La Voy & Sharon, 2000; Foubert, Tatum & Godin, 2010). The format of the programme uses a one hour lecture in which a video describing a male on male rape situation is showed. The video is entitled: *"How to help a sexual assault survivor: What men can do"* (Foubert, La Voy & Sharon, 2000:20). This intervention showed impact on men's attitude and behaviour changes towards sexual violence seven months after attending the intervention (Foubert, La Voy & Sharon, 2000; Foubert, Tatum & Godin, 2010; Langhinrichsen-Rohling et al., 2011; Stewart, 2014).

Two programmes in the USA that showed rigorous evidence of effectiveness in preventing sexual violence in middle and high school settings are Shifting Boundaries and Safe Dates (CDC, 2014; De Gue et al., 2014). Although these two programmes have showed effect in high school, they may provide useful guidance in the development of university prevention interventions. Community interventions with men in the USA in relation to gender transformation and violence include the Mentors in Violence Prevention, which consists of a group of non-violent men who aim to work with men who are aggressive and sexist (Katz, 2006). In Mumbai (India) the Parivartan Programme addresses gender norms and teaches boys to respect and honour girls, i.e. that violence never equals strength (Das et al., 2015).

The consensus in the literature suggests that interventions with men which address transformation of hegemonic masculinities linked to violence perpetration are more effective rather than primarily addressing individual level risk (Jewkes, Flood & Lang, 2015). However, intervention development for young men is a new and emerging field and such interventions have not yet been fully tested.

#### **2.5.4 Interventions with men that focus on intervening at societal level of risk**

The literature on prevention suggests that interventions targeted at community level should address deeply embedded social norms and values (Diop, Faye, Moreau & Cabral, 2004; Hossain, Zimmerman & Kiss, 2014). One such intervention working with communities on social norm change in rural Senegal to prevent female gender mutilation (FGM), is the TOSTAN programme. Qualitative evidence from this programme has shown reduction in female genital mutilation (Diop, Faye, Moreau & Cabral, 2004).

Many of the rigorous evaluations of sexual violence prevention interventions are reported from high-income countries such as the USA, with little testing done on how these interventions can be adapted or applied to low-to middle-income countries (Fulu & Kerr-Wilson, 2015).

More importantly, no documented evidence of interventions with men in university settings in South Africa or Africa could be located and this is the gap my study could fill.

### **2.6 Key elements of intervention delivery with men**

In order for men to establish effective and lasting change in their attitudes, behaviours and values, Michael Flood, an Australian researcher who has done scholarly work with students in university settings, suggests that effective prevention programmes need to contain five key elements as follows (Flood, 2007:29):

- 1) Programmes must be **comprehensive**, i.e. involve key role-players, members of that community and related systems, also suggested by the CDC (2014). A comprehensive programme should address the different levels of risk and perpetration in the socio-ecological framework, according to the CDC (2014).
- 2) Programmes must be **intensive**, meaning programmes should be interactive, encourage active participation, be sustained over time and have “*multiple points of contact with reinforcing messages*”. Active group participation amongst men is therefore encouraged.
- 3) Programmes must **address cognitive, affective and behavioural domains**, i.e. what people know, how they feel and how they behave. This suggestion is also supported by earlier findings from Heppner, Neville, Smith, Kivlighan and Gershuny (1999).

- 4) Programmes should be **relevant to the audience**, for example when implementing a programme in university settings, it should address the needs and concerns of students where sexual violence is a problem. Flood (2007), suggests using peer leadership to address the link between sexual violence and other issues, for example alcohol use. According to Kilmartin (2001), male peer educators may be taken more seriously and men would be inclined to listen to them, especially in the context of negative male stereotypes of feminism and cultural constructions of male dominance.
- 5) Programmes should **offer positive messages** which complement men's values and tendencies towards positive engagement with others, i.e. to reinforce healthy relationships, behaviours and norms. Alan Berkowitz's earlier writings supports this notion, where he suggests that men be encouraged to focus on what they can do rather than on what they should not do (Berkowitz, 2002, 2004). In so doing, the emphasis will remain on the positive and not on the negative problem behaviours of men (Berkowitz, 2004).

The elements identified by Flood are clearly visible in the One Man Can Intervention and these are critical for the adaptation process when an intervention in one setting is adapted for another.

## 2.7 Process evaluation

Understanding the process of implementing an intervention and whether or not it is effective, is important. In this study, I used process evaluation to better understand delivery of the One Man Can Intervention. Process evaluation is defined as "the systematic collection of information on a programme's inputs, activities and outputs, as well as the programme's context and other key characteristics" (CDC, 2008:4). Process evaluation looks at how a specific intervention was delivered according to the plan and the extent to which the intervention was implemented. This process assists in documenting how to reach success in implementing an intervention, thus informing design and delivery of future interventions (Baranowski & Stables, 2000; Linnan & Steckler, 2002).

Process evaluation has been used successfully in many public health research projects both locally and internationally. For example, process evaluation was used in a community project on promoting critical consciousness and social mobilisation in HIV/AIDS programmes in South Africa (Hargreaves et al., 2010). It was also used in another community based mental health promotion intervention for refugee children in Lebanon (Nakkash et al., 2012). In the latter study, process evaluation offered information on summative programme evaluation. Process evaluation data offer "valuable insights into reasons why the programmes may have been

more or less effective in achieving their goals” (Schneider et al., 2009:3), in both formative and summative evaluations.

## **2.8 Conclusion**

By situating sexual violence within a university context, I presented research findings from developing and developed countries. This literature review confirmed high prevalence rates of sexual violence in most university settings, particularly in student residences, globally, complicated by alcohol abuse and childhood trauma. Extensive research over the last five decades, emerging mostly from the USA context, presented data from largely developed settings using cross-sectional studies, with few RCTs. A handful of studies used qualitative methods to collect data, which presents a gap in relation to our understanding of why rates of sexual violence remain high, despite good robust research evidence of prevalence and risk. Variations in prevalence rates of sexual violence internationally still exist and could be related to inconsistent definitions of sexual violence and methodological differences. The literature also points to under-reporting as well as deeply held cultural beliefs around men and sexual entitlement over women. These issues present research opportunities which can assist in our understanding of the complexity of sexual violence within a university context.

Although there are a number of prevention interventions with men globally, particularly in the USA, the literature acknowledges the lack of such interventions in university settings in South Africa and other low-income countries. The next chapter presents a detailed description of the methods used to conduct this study.

## Chapter 3: Methodology

### 3.1 Introduction

This chapter presents the methods used to conduct this study and is presented in three sections as follows:

**Section A:** The methodology and justification for the choice of methodology for this study.

**Section B:** Describes the research process that was followed to conduct this study, a description of the research facilitators and participants.

**Section C:** Outlines the data management and the data analysis processes.

The chapter concludes with the ethical considerations, issues of trustworthiness and concluding comments.

### 3.2 Section A: Qualitative research methodology

This section describes the broader methodology, i.e. the case study design that enabled the use of a process evaluation within qualitative research methodology. A qualitative research approach was deemed most appropriate to answer the following research question:

*What is the process of adaptation and implementation of the One Man Can primary prevention intervention to critically inform primary prevention intervention strategies against sexual violence in university residences?*

Qualitative research, by its very nature, enables flexible, yet in-depth enquiry to understand a phenomenon within its own context (Denzin & Lincoln, 2008, 2011; Creswell, 2013). The phenomenon studied was the implementation of the adapted One Man Can Intervention and the context was university residences. A qualitative research approach was considered the most flexible method to capture the process of adaptation and implementation of the One Man Can Intervention as a phenomenon, within the university residences as the context.

Inherent to qualitative research approach is its ability to allow for the use of multiple data collection methods or triangulation in an attempt to secure an in-depth understanding of the phenomenon and add “rigor, richness and depth to the enquiry” (Flick, 2002:227). This study consisted of FGDs, observations, field notes, audio-visual recordings and interviews, thus producing multiple data sources for triangulation. The qualitative research approach allowed

this study to use multiple sources of data (Denzin & Lincoln, 2011) in order to understand the whole process of adaptation needed to implement the adapted One Man Can Intervention within university residences.

Qualitative research presents a broad and in-depth understanding and insight into phenomena, such as understanding the process of adaptation and implementation of the One Man Can Intervention with male students in university residences, rather than mere presentation of numbers and objects (Flick, 2002). It was for this reason that a qualitative research approach was deemed appropriate and was selected. In the context of this study, I had to carefully consider methods that would elicit insights and understanding on the adaptation process and the elements that surrounded such an adaptation process within the context of sexual violence prevention and male students in student residences. I also wanted to understand and gain insight into how participants would engage in the One Man Can Intervention process of adaptation and implementation in view of future use of the adaptation and implementation in other university settings.

A second important consideration for selecting the qualitative approach was to observe how the participants engaged and interacted with the Sonke Gender Justice Network facilitators and the three research assistants, as this relationship could impact participants' responses to the research process and what information they would share. The original One Man Can Intervention uses external facilitators, i.e. facilitators appointed by Sonke Gender Justice Network and not facilitators who are people who work at the university. The participants' engagement with the facilitators was therefore important to inform the adaptation of the One Man Can Intervention later on.

The process evaluation enabled me to determine the suitability of the One Man Can Intervention content to the university environment, because the process of adapting this intervention was dependent on data that I collected during each session. This process is discussed in more detail later in this chapter. This was difficult to anticipate and therefore choosing a methodology that would accommodate the unfolding of real life events, with the possibility of human error, was important (Rubin & Rubin, 2012). My observation of participants' interactions and participation with the facilitators was thus critical.

My role as a researcher was critical in evaluating the process and observing the interactions between the facilitator and the participants. However, as a third consideration for this methodology I needed to be aware of my role as a female researcher and that I would engage with male participants at some point, for example at the pre- and post-focus groups and the

semi-structured interviews. Awareness of my role as female researcher engaging with male participants in itself required an approach that would allow for errors, corrections and adaptation to what the research process would present and require. Rubin and Rubin (2012:41) refers to being prepared for “multiple possibilities” as there is no way of accurately predicting the way the research process would go.

### **3.2.1 Choosing case study as a research design**

A case study design was used to answer the above research question, because it enabled the study of a real-life phenomenon, within a specific time frame, in a specific location and with a specific group of people (Holloway & Wheeler, 2010). According to Creswell (2013:97) case study is defined as “a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information”.

According to Stake (2006:119), a case study is a choice of what is to be studied rather than a methodology, i.e. a case within a ‘bounded system’ which is bounded by time and space. Yin (2009:4) in his description of case study design argues that one of the most critical characteristics of case study design is how it can be used to explain “real-life” events and the “causal links” between participants’ rich subjective experiences within their particular context and how they recount these experiences. Herein also lies another strength of case study design, according to Yin (2009).

The original One Man Can Intervention was designed for use with men in the community. This was the first time the One Man Can Intervention was adapted to the university setting; therefore the case as a methodology that required one setting with boundaries (university residences), one group of male students registered at one university in 2014 (time), exploring a real-life phenomenon (sexual violence prevention), was an ideal methodology to provide me (and the enquiry) with the required data on the process of adapting the One Man Can Intervention for use in student residences. Case study design was best suited, because it allowed flexibility to use multiple methods of data collection (Flick, 2002; Denzin & Lincoln, 2011; Creswell, 2013). This study occurred in the ‘natural context’ of the male students, i.e. the residences in which they reside at university (Denzin & Lincoln, 2011:3). Context is important in case study methodology, because it includes “the environment and conditions in which the study takes place” (Holloway & Wheeler, 2010:41; Stake, 2006).

### **3.2.2 The case**

The case is defined as “a *phenomenon of some sort occurring in a bounded context*” in other words, “your unit of analysis” (Miles & Huberman, 1994:25) or your study. Selecting the group of young male students within a specific year of registration in the university residences, to participate in the implementation of the adapted One Man Can Intervention was best suited to the case study approach. The contemporary phenomenon was process of adaptation and implementation of the One Man Can Intervention.

The One Man Can Intervention and its objectives were outlined and discussed in Chapter 1. I was interested in gaining an understanding of the process involved in adapting One Man Can Intervention, implementing the adaptation with male students and observing and documenting the events surrounding this process. Understanding the process would assist in developing a blueprint for the implementation of an adapted One Man Can Intervention as a sexual violence prevention intervention within the university residences community. The adapted intervention will result in an intervention for a specific population, i.e. young men in university residences, which would be ready for implementation in other settings.

### **3.2.3 Process evaluation**

Process evaluation was selected as the most appropriate approach to understand the process of implementing the adapted One Man Can Intervention, because it provides understanding of the quality of the intervention in relation to the following: problems and solutions, circumstances under which implementation would succeed; and activities and components contributing towards outcomes. Finally, process evaluation allows for changes to be made during the intervention (Linnan & Steckler, 2002; Nakkash et al., 2012:595), which was the case in this study.

Process evaluation can have a “formative” function, i.e. provide feedback and suggestions to programme designers during the development and “unfolding” of a programme, or it can also have a “summative” function, i.e. providing feedback on the dynamics of a programme (Steckler & Linnan, 2002:7). In this study, process evaluation was used as a formative assessment to observe the process of adaptation of the One Man Can Intervention with male student leaders in student residences, i.e. to assess how participants engaged with the process of adaptation, which aspects of the adaptation worked or didn’t work, how the adaptation process needed to be altered and whether specific elements of the adapted One Man Can Intervention were implemented according to plan, in order to inform future plans for implementing the One Man Can Intervention in the university community.

Different authors have identified a different number of components for process evaluation. For example, Steckler and Linnan (2002) identified seven key components of process evaluation as follows: (1) context, (2) reach, (3) dose delivered, (4) dose received, (5) fidelity, (6) recruitment, and (7) implementation.

Baranowski and Stables (2000), list 11 process evaluation elements as follows:

(1) recruitment, (2) maintenance, (3) context, (4) resources, (5) implementation, (6) reach, (7) barriers, (8) exposure, (9) initial use, (10) continued use, and (11) contamination.

Saunders, Evans & Joshi (2005) list only the following six components:

(1) context (2) reach (3) dose delivered (4) dose received (5) fidelity and (6) recruitment.

The six components by Saunders, Evans and Joshi (2005) was used as the framework for this study, as outlined in Table 2.

**Table 2: Process evaluation elements**

No.	Process evaluation component	Definition	Process evaluation question
1.	<b>Context</b>	Aspects of the larger society that may impact implementation of the intervention, e.g. socio-political or economic factors.	Were there any barriers preventing participants from engaging? What were these barriers if any?
2.	<b>Reach</b>	The number of participants who attend each session in relation to the target population recruited for the study.	How many participants were in attendance? How many participated in at least half of the possible session?
3.	<b>Dose delivered</b>	The extent to which all of the intended components of the intervention programme were provided to participants	How was the session conducted? To what extent were all materials (written and audio-visual) designed for use in the intervention used?
4.	<b>Dose received</b>	Looks at how participants responded to the activities.	Were participants engaged in the session? What was the nature of engagement of participants, i.e. did they actively engage or not? How did participants react to specific aspects of the intervention?
5.	<b>Fidelity</b>	The extent to which the intervention was implemented consistently with the objectives of the manual.	Did we do what we planned to do?
6.	<b>Recruitment</b>	Procedures used to get participants to participate in the research process, i.e. to get them to attend the sessions.	Were there any barriers to participants' attending the sessions? If any, what were the barriers to maintaining involvement of participants?

Since such a study has never conducted before, using the Saunders, Evans and Joshi (2005) framework provided a good starting starting point.

### **3.3 Section B: The research process**

This section describes the research process that was followed to conduct the study. The section also describes the planning, the recruitment, data collection and different role players involved in the research process. Such a process is described as an audit trail that would assist in ensuring the trustworthiness of the study, for example transferability.

#### **3.3.1 Planning the study**

Although data collection started in August 2014, the research process, including planning, started a year prior. The process continued after ethical clearance was obtained in March 2014 and involved a series of meetings with different stakeholders. These included Sonke Gender Justice Network management to discuss the use and adaptation of the One Man Can Intervention and to determine who would be the best facilitators for implementing the adapted intervention. Planning also involved meeting key people in the student residences to negotiate access to the students via the student affairs directorate, communicating with gatekeepers in the student residences (wardens and sub-wardens) and selecting the research champion to promote the study among male students. Tapuwa, who had been a head student in one of the participating residences and research assistant in the larger pilot project on sexual violence within student residences, was identified as the champion to promote the study amongst the males in residences. The planning phase was critical to the success of this study, because it provided a structure to the research team and participants that enabled the research process to flow as well as it did.

##### **3.3.1.1 Meetings with Sonke Gender Justice Network management**

In order for me to use and adapt the One Man Can Intervention for use in this study, I along with my research supervisors had to engage in many meetings with the Sonke Gender Justice Network management, who needed to understand the rationale and study plan, as well approve the use and adaptation of the One Man Can Intervention for this study.

The critical outcomes of this phase of the research process were:

1. Permission to adapt and use the One Man Can Intervention.
2. Permission to conduct the study with participants in student residences.
3. Identification and appointment of facilitators.

##### **3.3.1.2 *Gaining entry to the student residences and getting started***

Following ethical clearance from the university faculty ethics committee, gaining entry into student residences required another rigorous ethical process, to which I had to adhere to

according to the standards set out by the university. I spent a month holding meetings with the wardens, house committees and sub-wardens of the male residences from mid-July 2014 to August 2014 in an attempt to gain student interest and subsequent participation in this study. Having a supervisor who was also a warden in the student residences played an important role in facilitating entrance to the student residences. The fact that this study was conducted as part of a larger research project in student residences assisted me in recruiting participants for this study.

### **3.3.1.3 Research setting**

The research setting was undergraduate male residences of the University of Cape Town, in South Africa. The University consists of 15 first-tier student residences, of which seven of these are male only, five female only and three mixed (male and female) residences.

The study was conducted in the first-tier male residences of the University of Cape Town, South Africa. The university residence system consists of a three-tier residence system: first-tier residences is designed for undergraduate students and have catering facilities; the second-tier residences are self-catering for senior undergraduate and post-graduate students; while third-tier residences are also self-catering for post-graduate students who have families.

The governance structure of each residence consists of a warden, four to six sub-wardens, depending on the size of the residence, and ten House Committee members. The sub-wardens are students who are employed by the university to assist the warden in the daily operations of the residences.

The venue for the FGDs was a residence dining hall which is located centrally to all residences and is accessible on foot or by a formal university shuttle. The venue was also central to transport access and well known to participants, thus adding to creating a safe space in which participants could engage. This venue remained the same for the duration of the study and was one of the factors that ensured consistency throughout the research process. The process evaluation element used in this data collection source was fidelity and context, which will be explained in more detail in the discussion on process evaluation. The dining hall is no longer used for dining purposes, but for other extra-mural purposes.

### **3.3.2 The research team**

The research team consisted of the researcher (myself), three Sonke Gender Justice facilitators and three research assistants, each described below. As part of the preparation of

the study it was important to prepare the research team as well. It was for this reason that I met not only with the Sonke Gender Justice Network team, but with the research assistants. After recruiting the research assistants, I trained them over a one-month period on their expected roles and responsibilities during and after the FGDs and workshops.

### **3.3.2.1 The researcher**

I am an experienced mental health nurse, with years of experience in group participant observation and focus group facilitation. I had established a good relationship with the Sonke Gender Justice Network facilitators and research assistants. As part of the preparation for the research process, I had to study the One Man Can Intervention manual in order to familiarise myself with content of the Sonke Gender Justice Network One Man Can Intervention manual and the procedures through which workshops and other group activities were conducted. This required me to engage in many meetings with the Sonke Gender Justice Network leadership as well as the lead facilitator, Rodney. I also actively participated in the larger study on sexual violence prevention conducted by Duma (2013) for training in conducting research with university students on sexual violence.

As a researcher I had to ensure the success of this study by ensuring that all research procedures, including data collection and analysis, were carried out both scientifically and ethically.

### **3.3.2.2 Research facilitators**

The Sonke Gender Justice Network has strict selection criteria to which each facilitator needed to adhere. Each facilitator had to have at least graduated high school and obtained a tertiary qualification in public health or a related field. In addition to this, each facilitator needed to have completed a Sonke Gender Justice Network short course in facilitation with men in community settings.

**Rodney**, the lead Sonke Gender Justice Network facilitator, was selected as the most competent, well-experienced and most appropriate person to conduct and facilitate all groups and group activities. He is not only familiar with the One Man Can Intervention, but he has years of experience in facilitating workshops using the One Man Can Intervention with men within the larger community and higher education institutions. Rodney has been and was, at the time, actively involved in developing materials for manuals on prevention of sexual violence for use and implementation in different communities, urban and rural.

After Rodney was identified as the most appropriate person to facilitate all groups, I met with him on a monthly basis, six months prior to the start of the data collection. During this time, our meetings and discussions involved the following: logistics around recruitment, content of the workshops, number of workshops anticipated, approximate length of time for each session, back-up plans in case the one session didn't go well, what to do if any participant was not responding well to the content, who to engage in such an event and materials that would be needed for activities. This was a very necessary and important part of the research process to ensure clarity on the implementation. The latter proved to have great value, because Rodney and I worked well during data collection, as there was clarity on our different roles. Rodney was very flexible and it was easy to get along with him and to work with him. Rodney's role was to facilitate the pre and post-focus groups and each workshop session and each of these activities was observed and recorded by me.

**Melanie**, the second facilitator, was a graduate in public health and lecturer in Professional Development Studies at the Cape Peninsula University of Technology, had worked with Rodney on different community projects with men and had experience in co-facilitation with him, particularly with groups of men on sexual violence prevention. The two of them had a very good rapport with each other and with the participants. A third facilitator was always present as a support to Rodney and Melanie. This was recommended and suggested by Sonke Gender Justice Network team as a precautionary measure of support for facilitators due to the emotive nature of conducting workshops with men on sexual violence issues.

**Junay** had been working with Rodney prior to this study as co-facilitator in community projects with young men and they demonstrated a good, consistent working relationship, which was critical in yielding the results of this study. One of the important components of this study is research facilitator readiness and appropriate engagement with the research participants. Junay brought her knowledge and years of experience in sexual violence and gender-related issues to the team. Her calm yet insightful manner was a valuable asset to the team of facilitators.

### **3.3.2.3 Research assistants**

The three research assistants played a very important role in ensuring that the logistical aspects of the research process were met, i.e. completion of the attendance register each week, ensuring workshop materials and stationery were enough, audio and visual equipment was in working order, ensuring the menu and the venue were in place as planned. Three

research assistants were recruited to take care of these aspects, which will be described in more detail below.

**Zaida**, was an experienced mental health clinical nurse practitioner. She held an Advanced Diploma in Psychiatric Nursing Science and Postgraduate Diploma in Nursing Education. Zaida's good organisational and administrative skills enhanced the consistent and containing environment each week, by ensuring the attendance lists were signed and each participant were assigned their incentive. Her ability to 'think on her feet' and use her initiative was an added benefit within the research process. Zaida had years of experience in group facilitation, observations and assisting researchers in community projects in and around the broader Cape Town and Johannesburg. She assisted in ensuring that all planned activities were implemented, which created containment for the participants and in turn presented a space in which participants were able to share and engage in a comfortable manner, one of the critical issues raised on a weekly basis by the participants in their reflections. A critical contribution Zaida made in the research process was her role as a second observer, which is strongly recommended by Yin (2014:115) to increase the "reliability of the observational evidence" as well as her years of experience and understanding of sexual violence behaviour therapy.

**Inga**, the second research assistant, was a social science graduate with prior experience as a research assistant in a larger study on sexual violence prevention in universities and received training accordingly. Inga was a reliable, committed person who took initiative. She was responsible for the catering each week and assisted the researcher in preparing the menu and the venue as well as liaising with the catering team. One valuable asset Inga presented to this study was her ability to think ahead and think creatively. As a senior student who was still very much in touch with university residence life, including students' issues with residence food, she was able to offer guidance on what the menu should contain, i.e. student's likes and dislikes, which was of tremendous value in preparing the workshops. She arrived early every week, before everyone else to ensure the venue was set up, the correct menu was prepared and liaised with the food manager if things were not prepared according to plan. Inga thus presented not only a breath of fresh air with her youthful enthusiasm, but a dependability that any facilitator desires.

**Tapuwa** was a final-year computer science student and well-respected member of the student leadership. He had participated in the study on student leaders perceptions of sexual violence in residences previously and he was considered a 'champion of the research project'. He promoted the study among the male students in the student residences and he played a key role in assisting me in recruiting participants for this study. Tapuwa was responsible for the

visual and technical support, which included setting up a group text messaging space to ensure open communication regarding logistics of workshops and transport between myself and the participants on a weekly basis. This will be discussed in more detail in Chapter 5.

The enthusiasm, friendliness and commitment of the research facilitators and research assistants enabled the research process to take its course as well as could be expected. The research facilitators and research assistants therefore, presented a core team in the design and facilitation of this study.

#### **3.3.2.4 *The researcher's supervisor***

My research supervisor was in attendance during most sessions. She was there to ensure that the Student Housing requirements - which stipulate that a university staff member be present at all events - was adhered to. However, it is important to note that she did not participate in the research process and that her presence at some sessions was merely in her role as one of the wardens of the female university residences.

### **3.3.3 Recruitment of participants**

After engaging in the logistical processes with the student residence management to gain access to the student residences, which included the wardens of each male residence, I started communicating with the sub-wardens, in consultation and communication with the wardens of each male residence, to arrange a meeting with the student leadership. Meetings were scheduled around student schedules, which were confirmed with the wardens of each residence. I hand-delivered invitation letters to each male residence for sub-wardens to distribute to the student leadership prior to scheduled meetings. The latter was followed up and confirmed by phone calls, emails and text messaging. I then engaged in the following recruitment activities as summarised below:

1. I gave a recruitment letter and information sheet addressed to the warden of each residence (see Appendix D).
2. I scheduled, confirmed and attended meetings with the student leadership, i.e. house committee members and sub-wardens to explain the study.
3. At these meetings the study was introduced and students' questions were answered to the satisfaction of the student leaders. I formally invited the leadership to participate in the study and informed them of their invaluable contributions to generating new knowledge in the field of sexual violence prevention.

4. An information sheet was given to those who indicated an interest in participating in the study, which outlined details of the study, including the benefits of participating (Appendix E).
5. Participants who agreed to participate in the study were be asked to complete the consent form (Appendix F), after which they were invited to the first FGD around sexual violence in university residences. At this first FGD, all participants were asked to complete the pledge form (Appendix G).

All participants who committed to participate in the study remained participants throughout the study, i.e. from start to finish. The recruitment phase of this study was critical to the success of the study, which required commitment, support and ongoing communication from the wardens, sub-wardens and students. From the literature review I became mindful of the potential challenges of retention presented by the process evaluation studies in which participants have to commit to engage in a study over a period of time, as suggested by Murta, Sanderson and Oldenburg (2007), Nakkash et al., (2012) and Van Deurssen et al., (2015).

### **3.3.3.1 Retention strategy**

The retention plan was critical in this study to ensure ongoing participation and engagement in the research process. Participants were informed of the long-term nature of the study and importance of their participation throughout. I obtained participants' contact details at recruitment in order to stay in touch and remind them of upcoming workshops three days in advance via group text messaging, then again one day before the workshops. I anticipated that retaining participants' interest in completing the study would be challenging, yet critical to ensure the research process was completed as planned and to yield the data required. The latter is supported by literature (Murta, Sanderson & Oldenburg, 2007; Nakkash et al., 2012; Van Deurssen et al., 2015), where it was found that attendance was a challenge in process evaluation research. Attendance of participants was recorded each week. Non-attendance was often related to university activities, for example university vacation or academic demands such as assignments and tests. In the latter cases, participants informed the researcher of their non-attendance prior to the session they would not be able to attend.

The following retention strategies were implemented:

1. The weekly group text messaging communication and reminders were continued as the first two weeks.
2. I provided transport for participants who were within a 3 km walking distance from the venue. The reason for providing transport was to ensure participants arrived on time at

each session and also in view of the fact that the data collection process happened during the winter season with cold, rainy and windy weather.

3. A meal, different from the ordinary university residence meal, was provided after the session.
4. A small incentive (gift) was given at the end of each session. Different gifts were given at each session. Incentives were selected items that were useful to university students, such as pens, water bottles, coffee sachets and highlighter's.
5. Participants who completed the study were given a R100 in cash to acknowledge their time, commitment and contribution to the study, a practice which is supported by the literature (Sullivan & Cain, 2004; Duma, 2006). Students who did not attend all five workshop sessions, but participated in two or more were given a portion of this money. For example, a participant who attended four out of the five sessions, received R80.00, i.e. the amount was calculated according to the number of sessions attended.
6. At the final session a special three-course meal was prepared where each participant received a certificate of attendance and a personalised mug as a souvenir.

Planning is a critical component of a process evaluation and involves the entire research team. The latter is very important, because it presents a good frame of reference for the researcher as well as assessing the quality of the implementation (Nakkash et al., 2012). Another important factor in preparing was good planning of each session, i.e. from the pre-intervention FGD, the workshops and the post-intervention FGD. This was necessary to ensure role clarification, i.e. that everyone in the research team was clear about what was expected of them. For example, Rodney was facilitating the groups and I, the researcher, was an observer to observe and document each step of the research process.

Emerging from the planning phase was **communication**, which involved the important domains outlined below:

**Open, clear communication** with and among the **research team**. Role clarification amongst the research team members was important to ensure optimal flow of the research process, which I clearly articulated and situated at the outset of the study. I found it particularly useful to check in with each member to ensure everyone was on the same page. Open, clear communication was therefore crucial at all times.

Open, clear communication with **participants**. Similar to ensuring that the research team were all absolutely clear about their roles and functions, it was important for me to ensure that participants were clear about their role and what was expected of them. A particularly

important role clarification was that of Rodney as group facilitator and I as an observer. I stated this upfront at the outset and participants engaged well with everyone throughout. For example, if a participant was going to be absent at the next session, i.e. due to academic commitments such as tests and exams, such participant communicated this information directly to me and not Rodney.

Preparing the **environment**. This entailed weekly hiring, booking (logistics) and preparation (physical) of the venue through the warden of the residence. All communication (e.g. emails and phone calls) regarding hiring and use of the venue was done by me, i.e. all logistical aspects related to the venue. In terms of the physical preparation of the venue, such as seating arrangements, a table space for the attendance register, area where the food was served and a space for the materials that was going to be used during the group sessions, these were prepared by Inga. Clarification of these two roles regarding the venue was very important to ensure structure and containment, which was necessary to ensure that the group functioned optimally and that the research process was not disrupted.

For example, participants entered a venue that had structure, they knew where to sign the register, where to collect their incentives, where to sit for the group session and where to collect their food after the session. Creating this kind of structure and containment enabled the group sessions to start and finish on time, thus creating a comfortable environment in which participants wanted to engage and share.

**Catering** and ensuring the correct menu was in place required a person who could take this on for the duration of the workshop sessions. Inga was this person and it was her role to communicate with the caterers on a weekly basis to ensure that the correct meals were prepared and placed in the correct space each week. Inga was instrumental in assisting me in the choice of meals which were different to the meals participants received at their residences. Changing the menu to something participants didn't usually eat at their residences was part of the retention strategy. This created a sense of anticipation and excitement for participants and thus ensured retention. Although catering was part of Inga's portfolio, she always confirmed everything with me to ensure we were on the same page.

Audio and visual **equipment** needed to be in working order at each session, which Tapuwa attended to. I needed to check in with Tapuwa on a weekly basis to confirm all was in working order or Tapuwa would contact me in case of any problems with equipment. This was particularly helpful, because in the event of any equipment being faulty, contingency plans

could be made in due time prior to the next session. This emphasises the importance of open, clear communication in ensuring optimal functioning.

Monitoring the **attendance register** and ensuring participants sign their attendance was a very important component of the process evaluation. Zaida took ownership of the attendance register and made sure all participants signed in and that their contact details were always up to date.

Preparation of all **materials that would be needed for each workshop/session** was an important part of the process evaluation and needed to be in place. Zaida, in consultation with Rodney and I, was responsible for this preparation and I played a critical role in ensuring and clarifying that the correct materials were present at each session. Materials needed for each session were pre-planned and discussed by Rodney and the researcher. Materials that were used for the sessions included signs (e.g. Agree, Strongly agree, etc.), markers, tape, newsprint paper, handouts, pencils, pens and highlighters.

Research facilitators met at least 1 to 1½ hours prior to each session to ensure that everything was in place before participants arrived, i.e. the structure of the session, so that the venue was set up for group discussion (chairs placed in a circle), table with attendance records to be signed and the research assistant in place to monitor this, the food was being prepared according to the menu, sound and visual equipment in place and in working order and that all workshop materials were situated and ready for use. Creating structure and order was important in order to create a sense of containment for participants. Research conducted using process evaluation indicated that when participants engage in a contained environment, they feel safe to share views openly and honestly (Van Deurssen et al., 2015).

### **3.3.3.2 Study population**

Population refers to “The units (people, events, objects or institutions) from which data are collected” (Parahoo, 2006:471). The study population consisted of male student leaders who were house committee members and sub-wardens in the first-tier residences of the university, making the total population for this study 95.

### **3.3.3.3 Sampling**

Qualitative inquiry typically focuses on the depth of understanding a phenomenon, hence smaller samples with a specific purpose in mind (Patton, 2002). In this study, purposive sampling was used to select the participants. Purposive sampling is described as a sampling

technique, i.e. “hand-picking cases that will most benefit the study” (Pilot & Beck, 2004:306). The strength of purposive sampling lies in the “information rich” data it yields, from which one can gain insights and depth of understanding around the particular inquiry rather than ‘empirical generalisations’ as is the case in quantitative research (Patton, 2002:230-231). For example in this study, I purposively selected the student leaders because of the position they held in the residences and the influence they could have in the prevention of sexual violence in the residences if the OMC was successfully implemented.

Purposeful sampling therefore seeks to crystallise the research questions and inquiries, i.e. in choosing participants purposively, “you decide the purpose you want informants to serve and you go out to find some” (Bernard, 2000:176). Furthermore, purposive sampling favours the notion of critically considering the boundaries or parameters of a study population and the research inquiry (Silverman, 2001), which complements the research design of this study, i.e. case study.

#### *3.3.3.3.1 Inclusion criteria*

The following inclusion criteria were applied at the time of recruitment. To participate in the study, participants had to be a male university student elected and appointed to residence leadership positions for 2014 in first-tier male residences. The elected position is House-Committee. The appointed position is sub-warden.

#### *3.3.3.3.2 Exclusion criteria*

The exclusion criteria included all male students in leadership positions who had pending disciplinary cases. It was felt that their pending cases could intervene with full participation in the study.

#### **3.3.3.4 Sample size**

A minimum of at least two representatives from each residence were invited to participate in the study, i.e. one from the house committee and one from the sub-warden group, but emphasising the voluntary nature of the study throughout. A total number of 15 male students was recruited to participate in this study. The latter sample size was supported by the Sonke Gender Justice Network programme managers as an optimal number of participants in a workshop where sensitive issues would be discussed, which is also supported by the literature (Bernard, 2000; Silverman, 2001; Patton, 2002).

Four male residences participated. Four participants came from one residence, nine from another, and one participant each came from the other two residences.

### 3.3.4 Data collection

Data were collected over an 8-month period from mid-August 2014 to April 2015 (Table 3 below). Participants were informed of the importance of participating in all research activities and sessions prior to their agreement to participate. They were informed that full and complete participation would provide rich data, which would assist in understanding the process of adaptation of the One Man Can Intervention to the university residences.

All data were collected in English, because it is the medium of instruction in this university which has international students. All participants were informed upfront that the research activities would be conducted in English and there were no objections raised. In line with process evaluation, data collection involved a number of research activities. These are captured in Table 3 below.

Table 3: Summary of the research process					
Number	Research activities	Process evaluation element	Type of data	Evaluator	Objective
1.	Pre-intervention FGD and its analysis. <b>17 August 2014; Week 1</b>	Context	Qualitative	Researcher	1
2.	Adaptation of OMC		-		2
3.	Implement adapted OMCI and researcher's observations <b>24 August – 12 October 2014; Week 2 to Week 6</b>	Dose delivered	Qualitative	Researcher and Sonke facilitator	3
4.	Process evaluation on the implementation of the adapted OMCI <b>24 August – 12 October 2014; Week 2 to Week 6</b>	Fidelity, context, reach.	Qualitative	Researcher	4
5.	Post-intervention focus group <b>12 October 2014; Week 6</b>	Fidelity, Dose received, reach and context	Qualitative	Researcher	5
6.	Semi-structured interviews 6 months post interventions <b>April 2015</b>	Fidelity, dose received, reach and context	Qualitative	Researcher	6

#### 3.3.4.1 Data collection principles

This study adhered to the following three data collection principles as suggested by Yin (2009):

1. **Principle 1:** "Multiple sources of evidence" (Yin, 2009:114) – this study employed more than one data collection strategy. Three data collection methods were used, which are described in detail in the data collection methods (see 3.3.4.2).

2. **Principle 2:** “Create a case study data base” (Yin, 2009:118) – to create the data base, collected data were organised and recorded as follows: (i) data from the focus groups and its objectives (ii) number of participants per session, (iii) notes on the observations, (iv) field notes, (v) reflections from participants, and (vi) post-intervention interviews.
  
3. **Principle 3:** “Maintain a chain of evidence” (Yin, 2009:122) – an audit trail of the data collection process was kept as mentioned above. Having an audit trail adds dependability to the study, thus strengthening the scientific rigour and trustworthiness of the study (Lincoln & Guba, 1985). The purpose of keeping an audit trail was to have a record of all research activities and to compare the actual research process to that set out in the research plan. The audit trail could also be presented as evidence when needed. In the event of an external observer presenting any questions, the audit trail could be referred to.

### 3.3.4.2 Data collection methods

Data collection methods were informed by the research questions and the research design as case study. The data collection period is summarised in Table 4 below.

The following data collection methods were used: Pre-intervention FGD, observations, field notes, participants’ reflections (notes), post-intervention FGD and semi-structured interviews. Each data collection method will be discussed below in relation to its use within the research process.

**Table 4: Data collection period**

No.	Date of data collection	Data collection activities	Data collected
1.	17 August 2014	Pre-intervention FGD	Qualitative data from FGDs
2.	24 August 2014	Workshop 1	Qualitative data from observations
3.	31 August 2014	Workshop 2	Qualitative data from observations
4.	7 September 2014	Workshop 3	Qualitative data from observations
5.	14 September 2014	Workshop 4	Qualitative data from observations
6.	12 October 2014	Workshop 5	Qualitative data from observations
7.	12 October 2014	Post workshop FGDs	Qualitative data from FGDs
8.	April 2015	5 semi-structured interviews (6 months post-workshops)	Qualitative data from interviews

#### 3.3.4.2.1 Focus groups

Focus group is a method of choice to use in collecting qualitative data where the researcher aims to determine perceptions, experiences, feelings and behaviour of research participants on a specific research topic, for example in this study to gain men's understanding of sexual violence prevention interventions in student residences. Data collection started with the pre-intervention FGD, which was held on 17 August 2014. The aim of the pre-intervention FGD was to address **objective 1** as follows: '**assess the nature and social context of sexual violence perpetration within student residences**'. The pre-intervention FGD assisted with decision-making and program development by getting the male students together to share their insights and opinions on the nature of sexual violence perpetration and prevention in student residences, an exercise suggested by Krueger and Casey (2009) and Parahoo (2014). The latter was an important component in the initial adaptation process and implementation of the first workshop.

The pre-intervention FGD data were transcribed and analysed using thematic analysis technique. The themes that emerged from the pre-intervention FGD were used as a guide, which was compared to the workshops used in the original One Man Can Intervention. The comparison was done to see if adaptation was necessary and if so, which aspects of the original One Man Can Intervention workshops needed to be adapted. Data from the pre-intervention FGD thus informed implementation of workshop 1. Details of the analysis process are discussed in 3.4.2 on page 89.

Researchers suggest that 8–12 members be drawn together as a focus group to apply their knowledge, experience and skills to the identified problem (Krueger & Casey, 2009). Any group larger than the recommended 8–12 members can cause fragmentation within the group (Krueger & Casey, 2009) and thus lose the essence of what the group is about. However, there are cases where a group of 13–14 can work well if the facilitator is experienced and able to contain the group to focus on the topic at hand (Lorenzo, 2005).

In the current study, a pre-FGD was conducted with 15 participants, which is more than the usual recommended number of participants per group. However, justification for this number was guided by the Sonke Gender Justice Network team, who had conducted focus groups with 14 participants, with very good results. Krueger and Casey (2009) tend to support the latter by allowing some leeway in the number of participants per focus group, provided there is justification for such a number. The number of participants was also discussed with both my research supervisors and Sonke Gender Justice Network facilitator who all agreed that the number was adequate.

Each FGD lasted approximately 60 minutes, as recommended by the literature (Curtis, 2013) and Sonke Gender Justice Network lead facilitator. Permission to audio and video-record the session, and each session thereafter, was sought at the outset to enable me to capture all information shared. I was aware that there may be participants who would not be amenable to audio-recording, in which case these participants who refused permission to audio-recordings would not be excluded from the study, but I would refrain from audio-recordings in such a case. However, all participants were in agreement to audio- and video recording of the sessions and had no objections to this activity, as they expressed their understanding for its use. A pre-set of questions were used (see Appendix H) to initiate the FGDs, followed by clarifying questions and in-depth probing in an attempt to identify constructive issues that would assist in the adaptation process, as suggested by researchers who are experienced in this technique (Wilhelmsson & Foldevi, 2003; Krueger & Casey, 2009).

#### 3.3.4.2.2 Observations

Observation was one of the major data collection methods used in this study and is commonly used in qualitative research, particularly in case study design and process evaluation (Silverman, 2001; Yin, 2009; Creswell, 2013; Cronin, 2014). According to Yin (2009; 2014:114) observation is a highly valued aspect in case study research and provides valuable “additional information” about a phenomenon. Observation is about what people did rather than how they felt about what they did (Patton, 2002; Holloway & Wheeler, 2010). As the use and value of observations in research studies grew over the decades, it has become evident that the observer’s role is to look, listen and record (Silverman, 2001; Patton, 2002; Holloway & Wheeler, 2010), which are critical elements in process evaluation too (Baranowski & Stables, 2000; Steckler & Linnan, 2002; Nakkash, 2012).

After the pre-intervention FGD, I used observation to assess and document the process of adaptation and implementation of the One Man Can Intervention to address **objective 2** as follows: ***‘adapt One Man Can Intervention for use with male university students in the residences and develop materials for implementation’***. My observations had three parts: The first part was to observe the adaptation process, the second to observe the implementation of the adapted One Man Can Intervention, and the third observing the process using the process evaluation. Each of the latter three parts addressed an objective, which will be discussed in more detail in the discussions below.

Considering the latter, it is important to draw on a fundamental distinction in observations, i.e. the extent to which the observer (researcher) is a participant in the research setting, i.e.

“complete immersion in the setting” as a full participant or as an onlooker, i.e. direct observation (Patton, 2002:265), also referred to as “the complete observer” (Holloway & Wheeler, 2010:113). In this study I took on the complete observer role as opposed to the participant observer role.

The complete observer does not participate in the setting, but uses a “fly on the wall” approach (Holloway & Wheeler, 2010:113). This means that I observed the interactions within the setting between the participants and the facilitators from a distance. My observations were guided by the process evaluation guide (see Appendix I), which required “focus” and “specificity” as suggested by Holloway and Wheeler (2010:115), which is also fundamental in process evaluation observations, according to Steckler and Linnan (2002).

Although I was observing at a distance, I was always in full view of the participants and the facilitators while they were engaging in the activities during each session. I observed the Sonke Gender Justice Network facilitators and how they engaged with participants and if there was any imparting of knowledge, which type of knowledge they imparted and how they responded to questions from participants. The Sonke Gender Justice Network facilitators had established a very good rapport with participants since the start of the research process which added tremendous value to the entire process, because participants and facilitators engaged openly and comfortably with each other.

Melanie and Rodney had a good rapport as facilitators, because they were able to contain the group, yet also allow for differences of opinions to be discussed in an amicable way. This was very important in terms of facilitation and creating a safe space for participants to agree to disagree and not feel ‘left out’ or awkward. This approach taken by the facilitators assisted participants in their thinking around sexual violence prevention in student residences and their role and moving this agenda forward, and was thus a way of imparting knowledge to participants. Other observations included aspects related to what worked well, what didn’t, attendance, achievement of objectives and possible improvements.

#### *3.3.4.2.3 Participants’ weekly reflections*

A self-completed reflective tool was developed on how participants experienced each session (see Appendix J). These reflections were handed to the participants immediately after each session, which they completed before they left the venue. Participants were given enough time to complete these questionnaires, but they usually took no longer than 15–20 minutes to complete these. Each time the questionnaires were handed out, I would remind participants that information shared was treated with confidentiality and anonymity, hence no names were

reflected on the questionnaires. While participants were completing the questionnaires, the venue was quiet and privacy was ensured.

This exercise was part of the research process to which the entire research team adhered to each week. Data from these questionnaires helped me assess the dose received and dose delivered, which provided data that further guided and assisted in the adaptation of the One Man Can Intervention to the university setting. Participants' reflections also addressed some elements of **objective 5: “describe the factors associated with the adaptation and implementation of the One Man Can Intervention to inform primary prevention intervention strategies”**

Each week after each session I typed the data from these reflections into a readable format and analysed them for meaning using thematic analysis.

#### *3.3.4.2.4 Field notes*

The use of field notes is an important data source and a common form of record-keeping in observational studies (Polit & Beck, 2004). Field notes can also be drawn on in case the researcher had a particular question related to a specific observation- descriptive notes or notes on the researcher's personal experiences, i.e. “reflective notes” (Polit & Beck, 2004:382). Field notes go hand in hand with observations and add value to the unseen or unspoken elements in the research process.

Data recorded in the field notes were usually in addition to data recorded during direct observations, such as the relative silence experienced in one of the workshop sessions compared to other sessions, meanings attached to participants change in behavior when certain questions are asked, or making a note on what to explore further, referred to as reactivity by Polit & Beck (2004). Considering that the observations in this study followed the process evaluation guide, the field notes were valuable in that they provided the additional information on the research setting and the processes involved during the implementation of the adapted One Man Can Intervention workshops.

Field notes were made and used as an additional data collection source to gain insights into the ‘unspoken’, such as undertones in the environment, gestures, body language, group dynamics and emotional responses (Polit & Beck, 2004; Greeff, 2005). I made field notes throughout, which added value to the quality of the data, and I used a special notebook to record them.

I discussed these notes with my supervisors in order to clarify biases in my own interpretation of the observations. I was meticulous in keeping a record of all field notes, which I shared with the research facilitators. These notes were also discussed and debated with the research facilitators and the second observer, Zaida, during planning sessions between workshops.

#### 3.3.4.2.5 *Post-intervention FGD*

A post-intervention FGD was conducted immediately after the fifth workshop, as there was no other suitable time for participants to engage in this activity because exams were imminent. At the time when the last workshop (workshop 5) was held, participants had already entered the exam period and getting them all together as a group was a challenge as some students would graduate or move into student communes, not part of the university residence structure. The purpose of the post-intervention FGD was to address **objective 5**. A post-intervention FGD guide was used (Appendix K) to guide the discussion.

#### 3.3.4.2.6 *Semi-structured interviews*

Semi-structured interviews were conducted with 5 out of the 15 participants, who were purposively selected. The rest of the participants had either graduated and were no longer students at the university, moved to different accommodation facilities or were not available during the time period when the interviews were conducted. The objective for conducting the semi-structured interviews was to confirm the adaptability of the One Man Can Intervention to the university setting and member checking. Conducting the semi-structured interviews was also in line with the process evaluation element of concluding the context, but it also helped me gain insights and understanding into objective 5.

In qualitative research interviews can be unstructured or semi-structured. In this study, I used semi-structured interviews with five participants. In a feminist approach to research, as was the approach to this study, there is critique towards the unequal power relations in the interview, whether it is based on gender, race, class or something else (Hollway & Jefferson, 2002). Feminists argue that *“the subordination of women can be reproduced in the research relationship”* i.e. if a male interviewer interviews a woman, the woman as the interviewee could be intimidated and not share her views and opinions openly as she may do in the case of a female interviewer, especially in semi-structured interviews where there is questions by the researcher and answers from the interviewee (Hollway & Jefferson, 2002:30). Earlier evidence from the Islington Crime Survey found this not to be entirely true, because they found that women disclosed more sexual violence to male interviewers (Currie & MacLean, 1997).

Although a feminist lens was used in this study, my approach was that of working alongside men as partners in preventing sexual violence rather than men as perpetrators of sexual violence. I (female) conducted the semi-structured interviews with five participants in a manner that felt mutually comfortable. Participants shared their views and opinions openly without any evidence of uncertainty or discomfort. All five participants agreed to have their interview audio-taped and raised no objections to this method at any stage during the interview, which lasted 30-40 minutes each. All interviews were transcribed verbatim.

The interviews were conducted six months after the end of the intervention, i.e. in April 2015. Interviews were audio-recorded and transcribed for analysis, using thematic analysis. The interview was guided by the following questions (see also Appendix M):

1. Has this intervention made an impact in the way you conducted yourself as a person, i.e. your perceptions of sexual violence as an individual male? If so, explain how? If not, explain why?
2. Has this intervention made an impact in the way you conducted your leadership roles in the student residences? If so, explain how? If not, explain why?
3. Do you think interventions such as Men With Conscience has a place in the university structure? Explain your answer.
4. In your opinion, when do you think this intervention should be conducted in the university calendar? Explain your answer.
5. What aspects of the workshops do you consider useful in the fight against sexual violence and prevention of sexual violence in the residences?
6. What aspects of the workshops did not add value to the fight against sexual violence?

#### *3.3.4.2.7 Researcher's reflections*

As the researcher, I kept reflective journal to keep track of the flow of my thoughts on the research process (Marshall & Rossman, 2011). After each session, I reflected on the research process, with specific thoughts on the original One Man Can Intervention, what was adapted from the One Man Can Intervention and if the adapted One Man Can Intervention was working or not. My reflections also included thoughts on whether or not the original One Man Can Intervention should be kept as is or if the adaptation of it was relevant to the university setting.

#### **3.3.4.3 Adaptation of the One Man Can Intervention**

Planning the content and structure of each workshop was very important in order to elicit the participation and data needed to answer the research question. The One Man Can Intervention contained a series of workshops, which included activities that could be adapted

based on the goals of a project, the specific group of men and the context. In this study the identified One Man Can Intervention activities were adapted to the issues raised by participants for male students in university residences.

#### *3.3.4.3.1 Development of the workshops (workshop 1-4)*

The first workshop was conducted a week after the pre-intervention FGD, at a mutually convenient date and time which was negotiated with the participants at the end of the pre-intervention FGD. Objectives for workshop 1 were determined based on the themes that emerged from the data from the pre-intervention FGD. The pre-intervention FGD presented a set of data that were transcribed, analysed using thematic and used to plan and prepare workshop 1. Thematic analysis of the data after the pre-intervention FGD and workshops was an iterative process.

Rodney and I met days after the pre-intervention FGD for debriefing and discussion around the main themes that emerged from the pre-intervention FGD. We compared these main themes to the original One Man Can Intervention to see which One Man Can Intervention workshops addressed the themes raised by participants during the pre-intervention FGD and which workshops needed to be adapted. The latter was a very important component in the adaptation process, because it was a progression towards development of the new intervention. This same process was followed to develop workshops 2 to 5.

At the end of the pre-intervention FGD, and each workshop session thereafter, participants wrote down their reflections on the session. These participant reflections presented another data set in addition to the observations. These reflections were also analysed thematically and used in the adaptation process to prepare workshops 1 to 5.

#### *3.3.4.3.2 Workshop 5*

A fifth workshop was not part of the initial research plan, but was decided upon by myself and Rodney based on the findings from the data during the adaptation process. Since the methodology of this study was qualitative, with a case study design it allowed for the addition of a fifth workshop, as this design is continuous, flexible and adaptable (Rubin & Rubin, 2012). The fifth and last workshop was conducted a month later, on 12 October 2014, because it was a date suitable to the participants. This same process of adaptation was followed as for the other four workshops, discussed above. Figure 3 provides a summary of the adaptation process.



**Figure 3: Summary of the adaptation process**

#### ***3.3.4.3.3 Implementation of the adapted OMC intervention***

Implementation of the intervention commenced one week after the pre-FGD. The implementation phase of the adapted OMC consisted of five workshops. I remained actively engaged in the research process from start to finish, observing the process and recorded observations for analysis. I collected data regarding attendance, participation, achievement of objectives and any challenges experienced during the FGDs and workshops. After each workshop I had debriefing sessions with the facilitators to identify any issues or challenges and to explore ways of dealing with such if they had occurred. In this study the research team was able to reflect on the preceding session and suggest ways to improve and plan future workshops, highlighting critical issues raised by participants and responses from facilitators during that session.

#### ***3.3.4.4 Conducting the Process Evaluation***

Observation on the implementation of the adapted One Man Can Intervention was done to generate data on the process of the adaptation and implementation using the process evaluation guide as suggested by Saunders, Evans and Joshi (2005). This part of the observation process addressed objectives 3 and 4 of the study:

**Objective 3: ‘implement the adapted One Man Can Intervention with male university students’**

**Objective 4: ‘conduct a process evaluation on the adaptation and implementation of**

## the One Man Can Intervention'

The process evaluation guide as suggested by Saunders, Evans and Joshi (2005) includes the following elements:

1. **Fidelity** refers to “the quality of the implementation of an intervention” (Steckler & Linnan, 2002:13), i.e. did we do what we planned to do? Fidelity is addressing whether the actual implementation was done according to the plan and in the manner in which it was intended to be done (Steckler & Linnan, 2002). During each session I checked what happened and compared that to the objectives planned for each session, i.e. I would receive a set of planned activities from Rodney for each session.
2. **Dose delivered** is a commonly used element in process evaluation and refers to “the amount or proportion of the intended intervention that is actually delivered to program participants” (Steckler & Linnan, 2002:13). Dose delivered looks at how much of what was planned was actually done, for example if the objective of the session was to have action charts with a discussion afterwards within the allocated time, how much of the objective was completed. I monitored this process very carefully by recording the activities on the observation sheet (see Appendix I). I recorded all activities were recorded as they happened.
3. **Dose received** is closely related to dose delivered and refers to “exposure” or “measure of the extent to which participants receive and use educational materials or other recommended resources” (Baranowski & Stables, 2000; Steckler & Linnan, 2002:13). In dose received I paid attention to how participants were engaged in the session, i.e. how they responded to the activities and how much they contributed to the questions and discussions. Data obtained from the dose received were recorded and shared with Rodney. My idea was to make meticulous notes so that I could gauge which questions or activities participants responded to in a particular way.
4. **Reach** refers to “the degree to which the intended audience participates in an intervention” (Steckler & Linnan, 2002:12), i.e. how many of the recruited participants actually attended each session. I monitored attendance using tools such as an attendance list each week, on which participants recorded their attendance at each session from start to finish.

5. **Recruitment** refers to “the procedures used to approach and attract prospective program participants” (Steckler & Linnan, 2002:14), i.e. if there were any barriers preventing participants from engaging. If there were any barriers, what were these? During my observations on recruitment I paid careful attention to what the nature of the engagement was amongst participants and facilitators, i.e. I wanted to see if they actively engaged with one another and the facilitator or not.
  
6. **Context** refers to “the larger physical, social and political environment that either directly or indirectly affects an intervention program” (Steckler & Linnan, 2002:11), i.e. whether there any factors influenced implementation of the intervention. An understanding of the context is important, because process evaluation has to do with why or why not an intervention was successful or not. In assessing the context, I needed to assess which environmental factors may or may not have influenced the actual implementation of the adapted intervention. For example, in this study what would possibly prevent or encourage the participants from engaging in this “dialogue” (as they liked to call it) on sexual violence prevention in their residences? Prior to the study and during the data collection period there were ongoing media reports on sexual violence and its impact on society. I was interested in observing whether or not these media reports would influence participants’ willingness to participate in this study.

## **3.4 Section C: Data management and data analysis**

### **3.4.1 Data management**

Data management refers to the handling of information collected by the researcher during the course of a study (Parahoo, 2006). Good data management is vital in qualitative research and ensures good data analysis (Meadows, 2004), especially if many data sources were used, as was the case in this study. As a measure to ensure optimal data management, I recorded all data myself and after each data collection session I labelled each activity. Due to the many different data collection methods used in this study, I outline the specific data management for each method in the discussion below.

#### **3.4.1.1 Pre-intervention FGD**

Data from the pre-intervention FGD were transcribed verbatim after the session, as suggested by Silverman (2006). I ‘checked’ and confirmed accuracy of the transcriptions, as suggested by Cresswell and Clark (2007:130), using the software package Dragon Speech to Text. This exercise gave me an opportunity to engage with the data. After transcription, data were

entered using the NVivo qualitative data analysis software program, which assisted with data management.

All data obtained from participants were coded and labeled, i.e. no names of any of the participants were revealed. I was the only one with access to the codes, thus protecting the identity of each participant. Data were stored safely and securely on my personal computer and protected by a password known only to me. Data and information were shared with my supervisors as necessary on a one-on-one basis and via secured email communication.

#### **3.4.1.2 Observations**

Data obtained from the observations were documented and stored in a safe, secure place on my personal computer, and the same procedure used for pre-FGD data was used.

#### **3.4.1.3 Field notes**

Field notes were kept in a book, in a space known only to me. The content of the field notes was shared with my supervisors during supervision only.

#### **3.4.1.4 Participants' weekly reflections**

All participants' reflections were kept in a file in my care, to which only I had access. These reflections were used as data.

#### **3.4.1.5 Post-intervention FGD**

Data management followed the same process as the pre-FGD and the workshops.

#### **3.4.1.6 Semi-structured interviews (post-intervention)**

All semi-structured interviews were recorded, transcribed verbatim and analysed for meaning. Records of all transcripts and data were stored in a safe space known only to me.

#### **3.4.1.7 Researcher's reflections**

I kept all my reflective notes in a journal to which only I had access. If I needed to share content it was with my research supervisors.

### **3.4.2 Data analysis**

Data analysis sought to piece together the strands from the different data sources into themes, and by so doing present a detailed interpretation. Data refers to the transcripts from the focus groups interviews (pre- and post-intervention), observation notes, participants' reflections and the semi-structured interviews. My field notes and reflective journalling were also used and recorded as textual data to use for inductive analysis and subsequent development of themes. By doing this, I was able to determine and understand the process of adaptation of the One Man Can Intervention and to develop explanations that could answer the research question.

Holloway & Wheeler (2010:282) describe qualitative data analysis as "a complex, non-linear process but also systematic, orderly and structured". In this study, data analysis consisted of a three-step approach, which will be discussed in detail in the sections below. Data from each data collection method were analysed and then pieced together to present a broader understanding of the case of engaging male student leaders in the process of adaptation and implementation of the One Man Can Intervention.

The first step in qualitative data analysis is the organising of data from the different data sources, for example data in text form from transcripts (Marshall & Rossman, 2011; Creswell, 2013). Since I had used so many data sources in this study, I followed Creswell's guide in order to ensure I had captured every element related to the case and that these elements and insights were accurately documented. Hence the need for and practice of meticulous organisation of the data, from coding to eventual development of themes.

In my analysis approach I was further guided by the following central steps of qualitative data analysis as suggested by Creswell (2013:179) and other qualitative researchers (Miles & Huberman, 1994; Wilcott, 1994; Madison, 2005) as follows:

1. Organise the data
2. Conduct a "preliminary read through" of the data base
3. Coding and organising themes
4. Representing the data
5. Forming an interpretation of the data

This section will discuss steps one to three. Chapter 4, 5 and 6 will address steps four and Chapter 7 will address step five. Inherent to qualitative research is the large volume of data, but these still need to be analysed (Patton, 2002). In order for qualitative data to be analysed and presented accurately, organisation of such data is vital. To assist in organising qualitative

data, computer packages have been designed for this purpose. For this study, I used the NVivo 10 (QSR International 2010) to assist in managing data in an organised, structured way.

It is important to note that in case study design, data analysis involves the same techniques used in other qualitative methods, i.e. where the researcher codes, categorises and gives detailed descriptions, because the case study is determined by the individual case or cases (Holloway & Wheeler, 2010). Analysing qualitative data is a time-consuming process, but necessary in order to capture the true essence of the research enquiry (Holloway & Wheeler, 2010).

I will now describe the data analysis steps I took for each data collection method I used in this study.

### **3.4.2.1 Pre-intervention FGD**

#### *3.2.4.1.1 Organize the data*

After the pre-intervention FGD, I transcribed the data verbatim from the audio-tape and typed them into a Word document for further analysis. The transcribing and analysis happened almost immediately after the pre-intervention FGD, because this session informed further data generation. The technique used to analyse focus group data was thematic analysis “which aims to understand an issue by revealing the prominent themes at various levels in a text in order to provide a holistic and nuanced account of the data” (Stern, Buikema & Cooper, 2015:13). Thematic analysis is a common approach used in qualitative data analysis and is iterative (Holloway & Wheeler, 2010; Stern, Buikema & Cooper, 2015). The same approach was used to analyse all the data sources.

#### *3.2.4.1.2 Preliminary read through of the data-base*

I started the process by first reading through the transcribed notes in order to gain a deeper understanding. I found myself reading through one transcript more than three times, and up to five times in order to get an overall sense of the content as a whole, as suggested by Creswell (2013). This reading and re-reading of data is also referred to as immersion by Creswell (2013) and others (Silverman, 2002), and is a very important component before unpacking the data into different parts (Creswell, 2013). As I gained an understanding and overall sense of the content of the transcribed notes, I started to develop a preliminary coding structure that assisted me in analysing the data in a more systematic way.

#### *3.2.4.1.3 Coding and organising themes*

Coding of the data was done using NVivo 10 (QSR International 2010) qualitative data software programme. Coding of the data was done in such a way to ensure that there was alignment to the research question. I used data from the FGD line by line, or sentence by sentence, and then I gave each one a label or a name (code). The codes or labels were taken from direct quotes used by participants, also known as '*in vivo*' codes (Holloway & Wheeler, 2010:286).

Following the coding process, I progressed on to develop categories, as suggested by Silverman (2002) and Creswell (2013). After I developed the categories, I defined each category which I then grouped into themes. I discussed the categories and themes with my supervisor in order to ensure credibility of the study before I continued further analysis. As I developed the themes, I was mindful of the importance of demonstrating how the themes related to one another as well as the research question. From the raw data I extracted quotes that were relevant to each theme as an illustration of how themes were related.

Developing themes from the pre-intervention FGD was critical as it informed the structure of workshop 1. It also determined the kind of adaptation of the original One Man Can Intervention for workshop 1 that was needed. The NVivo programme assisted me in organising and making the data more manageable, but the thinking around and analysis of the data was a process I immersed myself in, as suggested by Creswell (2013).

### **3.4.2.2 Observations**

All observations were recorded and transcribed verbatim, using the thematic analysis technique. Details of the analysis process are described below.

#### *3.4.2.2.1 Adaptation of the One Man Can Intervention (development of the workshops)*

The data analysis process occurred immediately after each workshop, because the data analysis from one workshop informed the nature of adaptation as well as the structure that each workshop would take.

#### *3.4.2.2.2 Workshop 1 to workshop 5*

Data from workshop 1 to workshop 5 were recorded, transcribed verbatim and analysed into themes.

#### *3.4.2.2.3 Process evaluation*

**Organise the data:** Data from the process evaluation observations were organised and described according to the observation schedule (Appendix I). Each section in the observation

guide was aligned to the six process evaluation elements I used in this study, i.e. context, fidelity, dose, reach, etc. The data were organised in a tabular format which organised the data according to the six process evaluation elements for each workshop session (see Table 5). Organising the data in this way assisted me in reading through each process evaluation element and connecting it to each workshop.

**Table 5: Structure used to organise the observation notes from the process evaluation**

No.	Process evaluation element	Workshop1	Workshop2	Workshop3	Workshop4	Workshop5
1.	Fidelity					
2.	Dose delivered					
3.	Dose received					
4.	Reach					
5.	Recruitment					
6.	Context					

**Preliminary read through of the database:** I read through the notes from the observations a few times and tried to draw similarities or differences from each session.

**Coding and organising themes:** The coding and subsequent development of the themes followed the same process I used in the analysis of the pre-intervention FGD.

#### **3.4.2.3 Field notes**

Field notes contained data from my observations of the focus groups and the workshops.

#### **3.4.2.4 Participants' reflections**

**Organise the data:** After each session I took all the reflections and typed up the handwritten reflections into a Word document so that I could have textual data, which made it easier to work with. This was also my way of preparing and organising the data for analysis.

**Preliminary read through of the data base:** I followed the same procedure I used for the pre-intervention FGD, i.e. I read through the transcribed notes a few times to get a sense of the whole picture.

**Coding and organising themes:** Here I followed the same coding procedure I used for the pre-intervention FGD analysis.

#### **3.4.2.5 Semi-structured interviews**

**Organise the data:** All interviews were audio-recorded and transcribed verbatim for analysis. The transcribed notes provided textual data that I used to organise the data. On each transcribed page of each interview I drew margins so that I could jot down common words or thoughts that I used later on when I uploaded the information into NVivo.

**Preliminary read through of the database:** I read each interview at least four times so that I could get an overall sense of the data. As I read through each interview, I jotted down common words, thoughts and ideas in the margin on the transcribed page before I entered these into the NVivo programme.

**Coding and organising themes:** I followed the same process I used in the pre-intervention FGD analysis.

#### **3.4.2.6 Researcher's reflections**

My own reflections as a researcher was important as these assisted in bracketing, discussed in 3.4.3.5, page 96.

### **3.4.3 Scientific rigour and trustworthiness**

In this part of the discussion I will describe the steps taken to ensure the rigour and authenticity of the research process. Trustworthiness in research reflects the truthfulness of the research and how accurately or true the findings reflect the views and thoughts of the participants (Holloway & Wheeler, 2002). In qualitative research, there are five criteria a study needs to fulfill in order to achieve trustworthiness (Lincoln & Guba, 1985; Polit & Hungler, 1997; Holloway & Wheeler, 2002). I discuss these five criteria within the context of this study and demonstrate how this study maintained scientific rigour, as follows:

#### **3.4.3.1 Credibility**

Credibility refers to the degree to which the research enquiry was conducted in a manner to ensure that it was accurately implemented and described (Lincoln & Guba, 1985; Marshall & Rossman, 2011). Research is credible when participants can recognise the truthfulness of the findings within their own context (Holloway & Wheeler, 2002). The researcher was constantly aware of the importance of accurately capturing and documenting the views and thoughts shared by the participants and the meanings they attached to these views. The findings of this study therefore are a true reflection of the views and perceptions of the participants, thus ensuring credibility of the study. Techniques used for credibility in case studies are member checking, peer-debriefing and triangulation.

**Member checking** with participants was done before each session, which created an opportunity for participants to confirm the truthfulness of the findings as the research process progressed. The use of the focus group post workshops assisted in member checking with the participants as well. Member checking is based on the premise that one's beliefs and attitudes does not develop in a vacuum, but that people often need to listen others' views and opinions in order to develop their own (Marshall & Rossman, 2011).

The research facilitators were immersed in the research process and engaged with the participants over a three-month period, thus adding to the credibility of the findings. Throughout the data collection period the researcher maintained an open, honest relationship with participants, which encouraged and promoted truthful information being shared.

**Peer debriefing** was done through the weekly dialogues between the researcher and the research facilitators. Discussing emergent findings with critical friends and colleagues is recommended by Marshall and Rossman (2011:221) in which "the researcher makes arrangements with knowledgeable and available colleagues to get reactions to the coding, the case summaries, the analytic memos written during data analysis, and the next-to final drafts".

**Triangulation** was achieved by collecting data from multiple data sources through multiple methods. These were discussed with the research team and my supervisors, who were able to offer constructive criticism.

#### **3.4.3.2 Transferability**

Transferability refers to how generalisable the findings of the study are, i.e. the extent to which the findings of this study can be transferred to a similar context or situation with similar participants (Lincoln & Guba, 1985; Holloway & Wheeler, 2002). A technique in case study research that can enhance transferability is triangulating multiple data sources (Yin, 2009). In this study multiple data collection methods were used, which assisted in strengthening its usefulness to other settings.

The accuracy of the data within context was demonstrated through participants' opinions, thoughts and experiences of sexual violence within their residences (context). This is known as 'thick description' which adds to the trustworthiness of the data. These accounts were shared with colleagues at conferences, for example the 2015 International Association of Forensic Nurses in Orlando, USA; the 2016 Sigma Theta Tau International (STTI) conference in Cape Town and the first violence conference in South Africa 2016, to give a clear picture of

the study and its findings (Marshall & Rossman, 2011). Engaging in dialogue and sharing findings with peers and experts in the field provided an opportunity for me to determine the transferability of the findings. This study therefore provided satisfactory description of the context in which it was conducted, the findings and analysis, which will not only benefit the institution in which the study was conducted, but can be transferred to inform sexual violence prevention strategies in higher education institutions in other similar settings.

#### **3.4.3.3 Dependability**

Dependability refers to the extent to which the research can be replicated (Singleton, Straits & Straits, 1993; Holloway & Wheeler, 2002), i.e. the transparency of the research process. In order to achieve dependability in qualitative research, Lincoln and Guba (1985) suggest that the researcher keep a clear audit trail in order to demonstrate consistency and accuracy of the research process. An audit trail also assists the reader in following the research process in detail. Data collection continued until data saturation was reached.

I was very meticulous in documentation: therefore in this study, the audit trail consisted of the transcriptions from the focus groups, observations, audio- and video-recordings and the researcher's reflections and field notes. The steps that were followed in this study were described in the previous section, which included the data collection methods and data collection process. The time line of this study was also outlined.

#### **3.4.3.4 Confirmability**

Confirmability refers to the extent to which the research was conducted in the way described by the researcher (Lincoln & Guba, 1985), i.e. that the research findings present a true reflection of the participants' views, thoughts, experiences and dialogue on sexual violence in student residences (Holloway & Wheeler, 2002, 2010).

I ensured confirmability by keeping accurate records of the research process and shared this with my supervisors. Meticulous and accurate documentation and representation of the data ensured a clear audit trail, thus enabling data to be traced back to its sources of origin.

#### **3.4.3.5 Reflexivity (bracketing)**

A central element in the qualitative data collection process is reflexivity, "the continuous process of reflection by researchers of how their own values, perceptions, behaviour or presence and those of the respondents can affect the data they collect" (Parahoo, 2014:395).

I used a diary to record my reflections on feelings and reactions to participants and co-facilitators during the data collection period.

I made every attempt humanly possible to minimise any assumptions and their possible impact on the research process by declaring any biases I was aware of by being open-minded and receptive to any feedback from my research supervisors and other members of the research team. I created comfortable, safe spaces formally and informally to enable dialogue around any biases. The proposal development process and ongoing reflection assisted me in uncovering any biases that may have existed.

Furthermore, I was confident that engaging in this research process with the male student leaders (participants) would create a response - a meaningful response that would be relevant to their own learning and development. I was also confident that the research process would generate knowledge and insights for the participants, who would become change agents, which could assist in their leadership skills and duties moving forward.

This case study, therefore, has the potential to influence the way sexual violence is perceived and experienced by young men in university settings, thus assisting in the development of the new/adapted intervention and situating the relevance of this research.

#### **3.4.4 Ethical considerations**

The nature of this study required careful consideration and implementation of sound ethical principles. I was constantly aware of potential pitfalls if ethical principles were not adhered to.

The South African Constitution (Act 108,1996) states that no person should be subjected to research without their written consent. Ethical principles and codes of the Declaration of Helsinki (Brazil, 2013) were therefore adhered to (World Medical Association, 2013). Permission to conduct this study was sought from the University of Cape Town Faculty of Health Sciences Human Research Ethics Committee (see Appendix B), the Director of Student Affairs, Director of Student Housing and wardens of residences (see Appendix C). Participants were informed about the objectives of the study before committing to participation. Other ethical considerations included the four fundamental ethical principles: (i) informed consent (ii) privacy/confidentiality (iii) non-maleficence and beneficence, and (iv) justice. I also discuss the issue of compensation in this section.

##### **3.4.4.1 Informed consent**

Informed consent embodies provision of adequate information to a research participant regarding the research being conducted, understanding regarding information provided and voluntary participation (Mouton, 2001:244). None of the participants was forced to take part in this study and each one was assured of their right to withdraw from the study at any time, without fear of penalisation or discrimination. Each participant was given an information sheet outlining the purpose of the study, procedures involved, risks and benefits, participants' rights and confidentiality (Appendix B).

#### **3.4.4.2 Privacy and confidentiality**

Confidentiality refers to the private nature of handling information. All participants were informed of the process and encouraged to keep information discussed in the FGDs as private as humanly possible. Before initial FGDs and intervention sessions, participants were asked to sign a pledge form where they promised not to divulge any information discussed to anyone outside the group (Appendix C). Due to the nature of FGDs, anonymity cannot be ensured, but the participants were encouraged to adhere to the following FGD principles:

- Each participant to remain vigilant of what they disclose and share with others outside the research group;
- Each to try their best to keep discussions held during the FGDs private; and
- Each to respect each other's views and perceptions, even if opinions differed.

#### **3.4.4.3 Non-maleficence and beneficence**

In research using human subjects, physical or emotional harm to participants must be avoided at all costs. Emotional harm or discomfort is difficult to predict, since it depends on participants' experiences of the subject being researched. I ensured that every possible precaution was taken to protect participants from potential and actual emotional harm. The design of this study was planned in such a way as not to expose participants to more than everyday risks.

I acknowledged that sexual violence is a sensitive subject and could have potentially evoked emotional responses from participants. Therefore every possible effort was made to protect participants from emotional distress, and I engaged a professional therapist to be on standby in the event of emotional distress. For those participants who wanted to report sexual violence experiences, they were informed about the Discrimination and Harassment Office (DISCHO) and given contact numbers. There was, however, no need for the services of a therapist for the duration of the study.

Participants were reassured that their participation in the study was completely voluntary, and that any information shared by them would not compromise their university registration or accommodation in the student residence. In this study there were no eventualities and all participants coped well with all activities and discussions presented to them.

#### **3.4.4.4 Justice**

In this study justice was ensured by treating all participants with respect and dignity at all times. Selection of participants was based on them being best suited to meet the research objectives and fulfilling the inclusion criteria.

#### **3.4.4.5 Compensation**

The existing literature recommends compensation, in cash, for participants in sexual violence research for their time and sacrifice to attend the FGDs and workshops (Sullivan & Cain, 2004; Duma, 2006; Kwagala, Wassenaar, & Ecuru, 2010; Stern, Buikema & Cooper, 2015). The recommendation from the Medical Research Council of South Africa was that the amount spent on each participant should be equal and not so high that it might coerce participants who would rather not participate to do so only for the sake of the money. Each participant was given R100 in cash or part thereof depending on how many sessions they attended. I was clear from the start and I stated this upfront to participants at recruitment, to which participants were amenable.

#### **3.4.5 Support for the researcher**

Research such as carried out in this study has the potential to present vicarious trauma. As a precautionary measure, I engaged the services of a private therapist to offer monthly support and debriefing sessions during data collection, because the mental health needs of the researcher are very important. I found this space very helpful and I would recommend this to any researcher involved in sexual violence prevention research. My primary supervisor was also a tremendous source of strength and encouragement during the entire data collection period and I consider myself very fortunate to have her as my supervisor for this study.

### **3.5 Conclusion**

In this chapter the choice of research methodology, design and research process were discussed, as were data management and data analysis. Implementation of and adherence to sound ethical principles in this study were described.

The next three chapters will discuss the findings of the study.

## Chapter 4: Findings on adaptation and implementation of the One Man Can Intervention

### 4.1 Introduction

The findings of this thesis are based on five data sources, as follows:

1. Data from the formative research based on the FGD in the pre-adaptation phase.
2. Data from the implementation of the five adapted intervention workshops.
3. Data from the process evaluation including observations.
4. Data from post-adaptation FGDs and reflections.
5. Data from the post-intervention interviews.

This chapter presents the findings from the first two data sources, and is divided as follows:

- Part 1 presents the findings based on the FGD prior to the OMCI adaptation.
- Part 2 presents the findings that emerged during delivery of the OMCI workshops.

The findings from these two data sources were used to adapt the One Man Can Intervention into the new intervention known as **Men With Conscience** and this model is presented in Figure 4 below. Presentation of the findings in this chapter aligns itself to the iterative nature of qualitative research methodology, as well as the theoretical framework that guided this study. All diagrams outlining the details of the analysis are presented in Appendix O.

#### 4.1.1 Sample and demographics of the participants

The sample consisted of 15 male student leaders, 11 of whom were Black & 4 White. Reference to race is made in the context of our legacy of apartheid and the racial classification system used in South Africa. The racial profile of the sample is reflective of the students in the residences from second year onwards in South Africa, where most students who can afford to, move out to alternative accommodation, such as their own apartments or sharing private accommodation near campus. This is reflective of the economic profile of the students and those with financial support from their parents are more likely to do this.

Fifteen participants took part in the first FGD, with ages ranging from 20 to 25 years. They were all senior students, either in their second or third year of study, registered for different degrees ranging from Medicine, Commerce and Engineering to Psychology and Law. Their courses of study were a wide range across the university faculties and included Medicine, Political Science, Social Science, Engineering, Commerce, Law and Psychology. One of the

participants stated upfront, in his introduction to the group, that he considered himself homosexual male (“gay”) and the rest presented themselves as heterosexual men.

University of Cape Town is an international university and admits students from all over the globe. As expected, residence students all came from other South African provinces, for example Gauteng, Eastern Cape, Kwazulu-Natal, Free State, Zimbabwe and Tanzania. Three participants were not South African, two from Zimbabwe and one from Tanzania.

## **4.2 Part 1: Formative research findings prior to the One Man Can Intervention adaptation**

This focus group was an introductory discussion to gain an understanding of participants’ knowledge, perceptions and experiences of sexual violence and presents the critical formative research findings.

### **4.2.1 Locate sexual violence in context**

The central theme that emerged from this FGD was **“locate sexual violence in a university context”**, which consisted of three sub-themes (a) **“defining sexual violence”** (b) **“need for a space for dialogue”** (c) **“proactive role in prevention of sexual violence”** (see Table 6 in appendix O). Participants’ realisation and insight into the complexity of sexual violence and the need for prevention was demonstrated through these categories and sub-themes.

Verbatim quotes were selected to provide ‘thick description’ of participants’ experiences and awareness of sexual violence prevention within student residences, particularly in relation to their role as student leaders. For the sake of context, and to ensure confidentiality, I have given pseudonyms to each participant’s quote.

#### **4.2.1.1 Defining sexual violence**

Participants indicated their need for information on sexual violence in order for them to better understand and define sexual violence for themselves:

*“That’s why for me I think we need to be clear about what sexual violence is exactly” [Alvin, third-year Engineering student].*

Participants’ need for information regarding clarity on the definition of sexual violence, was demonstrated when a second-year Engineering student said:

*“Defining sexual violence is important and what exactly it is”*

**[Patrick, second-year Engineering student]**

Another participant spoke about being challenged by not knowing what exactly sexual violence was or knowing the contributing factors:

*“My thinking on certain aspects is challenged, e.g. what constitutes sexual violence and the factors that contribute to such?”* **[Tselo, third-year Social Science student]**

In response, participants discussed the need for information for themselves and alerted the group to the importance of knowing where to find knowledge on sexual violence. They agreed that information on sexual violence was not available or discussed during their first year Orientation Week, which students refer to as “O’week”:

*“People don’t know where to go for information on sexual violence, because there’s no real emphasis on sexual violence during O’week”.* **[Dzimba, a second-year Law student]**

In response to Dzimba, a third-year Engineering student added:

*“I think O’week would be a good place to share information about sexual violence, because it’s then when the guys want to get their numbers up with the girls”*  
**[Mandla, third-year Engineering student]**

Mandla recognised that the O’week presented a platform where information around sexual violence could be shared. This shows student leaders cognizance of the value of raising awareness on sexual violence at the start of university residence life.

Participants explained how sexual activity was an integral part of the O’week and “*getting their numbers up*” was an expression used by male students to challenge each other to have sex with as many girls as they can in order to prove their manhood. This was seen as a “tradition” in student residences, especially during the O’week, i.e. having many girls during this week, rather than during the year. The first-year girls were usually targeted, as the second- and third-year female students were seen as “damaged goods”, as explained by Lebo:

*“In O’week, guys just want to score [have sex] with the girls, mostly first years because girls from second year onwards are seen as used, like damaged goods. The guys like the fresh ones [girls in first year]. The more you score the bigger your credits as a guy”*

**[Lebo, second-year Psychology student]**

Participants recognised that it was through discussions such as the FGD that their own need to become more aware of sexual violence in their surroundings on university campus

emerged. This led to the realisation of the need to create broader awareness among others, as stated by Jabu:

*“Awareness should be created, e.g. posters, protests, plays and in the media”*

**[Jabu, third-year Political Science student]**

Knowing the contributing factors, the need for information for self and the need to create awareness for others captures how participants engaged with the issue of sexual violence at the outset, and how they were starting to think about sharing information about sexual violence prevention.

#### **4.2.1.2 Need for a space for dialogue**

Participants identified the importance of engaging in discussions on sexual violence. They appreciated the opportunity provided by the FGD, where discussions on the issue can be done safely:

*“This is exactly where we need to come together and talk about it [sexual violence].*

*We need a space to talk about issues around how we can prevent sexual violence coz by talking in a comfortable way is where we will find solutions.”*

**[Khagiso, third-year Commerce student]**

In response to Khagiso’s statement, a second-year Social Science student said:

*“I think being able to talk about sexual violence like we are doing now in this space is very important, because it’s not a topic that people like to talk about. It’s like .... ‘ooh lets not go there kinda thing”* **[Jaye, second-year Social Science student]**

Khagiso and Jaye’s verbalisations of the importance of needing a safe and comfortable space for dialogue on sexual violence indicated their perceptions of sexual violence as a private and sensitive issue. This is not surprising as it reflects social norms, where discussion and dialogues on sexual violence is not the norm:

*“We need a space where our opinions and views matter and that we respect each other’s opinions even if it’s different to our own, coz the way I see it, sexual violence is not an easy thing to deal with”* **[Lukanya, homosexual, third-year Psychology student]**

Lukanya’s contribution to the discussion highlighted the importance of a space where sharing views and opinions “mattered”. He highlighted how sexual violence “is not an easy thing to

deal with” and that a space conducive to discuss sexual violence issues was important. Participants did not elaborate on the aspects of sexual violence that were not easy to discuss, but I anticipated that this would emerge during the follow-up workshops.

The data that emerged during the FGD indicated that participants identified the need for creating a space for dialogue that would enable them to engage in discussion, was safe and comfortable, and allowed them to share views and opinions. Creating a safe space for men to engage in aligns itself to one of the fundamental principles of the One Man Can Intervention.

#### **4.2.1.3 Proactive role in prevention of sexual violence**

Participants’ responses demonstrated how the FGDs allowed them to start thinking more critically about their role as leaders, within a safe and comfortable space. The discussion around the question, ‘*What do you think a plan for preventing sexual violence in your university should include?*’ suggested that participants recognised themselves as student leaders and their role in taking action. This was evident when Sitole, a second-year Law student, summarised his thoughts on this question with general head nodding from other participants in agreement to what he was saying:

*“I feel, for us as student leaders, we need to be pro-active and become aware of these issues around sexual violence ... maybe sexual violence is happening on our campus that we don’t even know about and what are we going to do about it? That’s why a group like this, where we can share opinions and ideas in a comfortable way, is what we need.” [Sitole]*

As a student leader, Sitole identified the role of such leaders in preventing sexual violence. He challenged the others to become actively engaged in prevention, as the platform or space was already created (e.g. the FGD) to have such discussions. By creating spaces to share and engage in discussion, participants expressed that they [men] care about preventing sexual violence and that it is an issue that needed attention:

*“Sexual violence is a seriously hectic subject, so we need to address it, whether we like it or not. Who would have thought that sexual violence is an issue that we would be discussing here on university campus? If I can make a difference as a student leader, that’s what I gotta do” [Thabo, third-year Somputer Science student]*

This account demonstrated that participants recognised the seriousness of sexual violence as a subject and the commitment of student leaders to its prevention. Others were challenged to pay attention to the reality of sexual violence and that they as student leaders had the

opportunity to make a difference. This finding further reflects the benefits of engaging males in sexual violence prevention while at university, as shown in the following extract:

*It just shows you that we need to pay attention and get involved coz tomorrow it will be our children who will be faced with these issues when they get to varsity”*

**[Thabo, third-year Computer Science student]**

The above shared Thabo’s beliefs on the role of men as protectors of women in relation to his own family, thus making the issue of preventing sexual violence very personal.

By having a platform to share and discuss, participants showed how they could learn from each other through talking and sharing, and by so doing find ways on how to prevent sexual violence. This was demonstrated when Morgan stated:

*“I honestly believe this is where prevention starts ... where we as guys can learn from each other through sharing ideas and opinions. I come from an upper middle class background and I grew up in a very sheltered environment, but I have learned a great deal today just from this discussion and that we as leaders are important instruments in preventing sexual violence”* **[Morgan, third-year Commerce student]**

The above quote shows how Morgan perceived himself as an “instrument in preventing sexual violence”. Similar to Thabo, Morgan expressed his commitment to engaging in strategies on prevention of sexual violence.

Posiso, a third-year medical student, expressed his commitment to prevention of sexual violence towards others as follows:

*“We have family members who are women, some of them are university students living in other residences, so having a place to have this dialogue I think is critical because we can help others from being sexually violated”*

**[Posiso, a third-year Medical student]**

Like Thabo, Posiso personalised sexual violence prevention in relation to his role as carer and protector of women in his family. By doing this, he reflected his own perceptions on prevention of sexual violence on campus as an extension of his role as a man, i.e. as carer and protector of women. One can observe here how issues of masculinity are starting to emerge early on.

In terms of self, Sifiso, a third-year Business Management student, felt he could be a role model to other students. Although he felt that this role was not clearly defined yet, he had

anticipation that the sessions to come would assist him in clarifying this role, which indicated he already started taking ownership of prevention of sexual violence. By taking ownership he would be able to educate others:

*“I think we all have a role to play and being in a leadership position where other students look up to us, place the responsibility on us to educate them and to prevent sexual violence in our university and residences. That role is not yet clear to me, but I am hoping to find out more in the next sessions”* [Sifiso, third-year Business Management student]

Participants’ role in prevention was demonstrated by their concern about and commitment to about preventing sexual violence, learning from each other and taking ownership of their role in prevention of sexual violence. It was further demonstrated that participants were challenged to start thinking more critically about their role in prevention.

The pre-adaptation FGD provided the first information on the participants’ perceptions and knowledge on sexual violence. It also provided an opportunity for me to gauge where students were at regarding their views on sexual violence in the student residences and assist in planning the workshop sessions. The FGD was a very important research phase that yielded data on how to proceed with the adaptation of the One Man Can Intervention. Findings also reflect participants’ readiness to engage in change, which places them at the third stage of the community readiness model known as vague awareness.

### 4.3 Part 2: Findings from the adaptation and implementation of the One Man Can Intervention and development of the new intervention

This part presents the findings obtained from the five adapted One Man Can Intervention workshops in line with study objectives 2 and 3. Each workshop consisted of a main objective and planned activities (see appendix K for a detailed outline of the content of each adapted workshop that was delivered). Development of each workshop was dependant on what emerged in the previous workshop.

#### 4.3.1 Intervention workshop 1: Personal values and belief systems

The data from the pre-adaptation FGD showed that participants sought clarity on what sexual violence entailed; therefore the objective for the first workshop was developed around values clarification and assisting participants in gaining an understanding of what their own value systems were in relation to sexual violence and their gender, i.e. how their value systems emerged and what influenced their current values and beliefs. The main objective for this first workshop was to ***‘to explore values and attitudes around sexual violence and men’***.

The lead facilitator chose four provocative statements and used these to get responses from participants. A statement was read and participants were asked to respond in relation to each statement presented (see list below, Table 7). After reading the first statement, participants were asked to choose a response (see list below) and place it on the walls in the room.

**Table 7: Workshop 1 - Four statements and responses**

<b>Statements:</b> 1	<i>“it is easier to be a man than it is to be a woman”</i>
2	<i>“Sex is more important to men than to women”</i>
3	<i>“If a man is sexually aroused it is very difficult for him not to have sex”</i>
4	<i>“Women who wear short skirts and revealing clothes are partly to blame when they are raped”</i>
<b>Responses:</b> 1	<i>“Strongly agree”</i>
2	<i>“Strongly disagree”</i>
3	<i>“Agree”</i>
4	<i>“Disagree”</i>

After participants had moved to the statement of their choice, they were asked to explain the reason for the statement choice, and this resulted in discussions of the statements, i.e. their

opinions on why they were standing there (at the particular statement) and why they felt a particular way about the statement.

The main theme that emerged was “**personal values and belief systems**”. The dominant discussion during this workshop was in relation to the role of society and religion on values and on sexual violence. The two dominant sub-themes were “**the role of society and religion on values and sexual violence**” and “**sexual violence and men’s control of sexual urges**”, (see also table 8 in Appendix O).

#### **4.3.1.1 The role of society and religion on values and on sexual violence**

The first two statements elicited much discussion on how society’s expectations prescribe values including sexual violence. The role of society on men’s behaviour, mostly in relation to sexual activity, was discussed by many participants:

*“Sex is equally important to men and women but society puts more pressure on men to have sex”* [Jabu, third-year Political Science student]

*“There are requirements by society on men, so lots of pressure on men to perform [have sex]”* [Thabo, second-year Computer Science student]

*“We all have sex (men and women), but there’s more expectations on men to have sex than on women, like in O’week guys in res count how many girls you had. The more girls you have to your count the bigger the man you are”.* [Morgan, third-year Commerce student]

Society’s expectations of men’s sexual behaviour was extended to the residence system (student community), where a male student is assumed to have sex with a certain number of girls (mostly first-year girls) to show their manhood. Here the participant was identifying similarities in the university residence community with the broader South African society. Alvin describes his perceptions as follows:

*“The way I see this is like ... the same way society has expectations on men, the same thing is happening in res, where guys are rated according to how many girls they sleep with to prove they are true men”* [Alvin, third-year Engineering student]

The role of masculinity surfaced where participants perceived how masculinity is linked to sexual conquest and sexual entitlement to which they felt pressured to conform. The link between masculine role and sexual prowess was demonstrated and its connections with being a successful man.

The impact of peer pressure was further demonstrated in the discussion on sexual conquests. Gaining status from peers was important for self-esteem, and participants revealed that they would rather lie about having sex with many girls than actually admit not having any sexual encounters with girls, for fear of being mocked by their peers or seen as less of a man:

*"If you don't have sex with a girl, society thinks you are gay"*

**[Tselo, third-year Social Science student]**

Patrick's response to Tselo:

*"Yes, I actually agree with that one. Even if I don't score [meaning do not get to sleep with a girl], I'd rather lie than to tell the other guys I didn't score"* [laughter from the group]

**[Patrick, second-year Engineering student]**

Khagiso, a third-year Commerce student, added:

*"Yeah ... it's crazy but it's true. I'd rather not say anything about not scoring, rather than to be 'mocked' by guys or be seen as less than a man. It's like there's something wrong with you"* [giggles and shuffling from the group, agreeing]

Religion was critiqued for its role in promoting sexual violence within intimate relationships, and prescribing how sex should be conducted between a man and a woman, particularly in relation to marriage. Here is evidence of sexual entitlement, where men demand sex from their wives. Participants felt religion reinforces sexual violence and it was wrong:

*"Religion also plays a part in sexual violence because if a woman doesn't want sex and her husband wants sex she has to give it to him, because that is what religion says. I think this is wrong"* **[Jaye, second-year Social Science student]**

Lebo presented a more personal account of his experience on how religion impacted his family life:

*"As a Christian I grew up believing that the woman should do as the man says, because he is the head of the house according to the Bible. Now I am thinking about my grandmother always telling my mom and my aunts to 'please their men' because it's what God expects from them? I never understood it then, but somehow I do now, because that is how religion, even culture can fail women in sexual violence. How do we challenge religion or culture, yet I believe they are the culprits in sexual violence somehow?"*

**[Lebo, second-year Psychology student]**

Lebo's account of his experience growing up in a Christian household showed how both men and women's acceptance of male dominance in intimate partner relationships are prescribed by religion. It was encouraging to see that as an adult he could recognise such religious teachings of acceptance of male dominance as failing women. However, Mandla shared a different view on his experience with religion, and saw an opportunity for religious leaders to play a role in prevention:

*"I hear what you say dude ... but let's not forget that religion helped shape who we are today morally and spiritually. So I would say we need to get religious leaders on board in this debate to help prevent sexual violence and oppression of women"*

**[Mandla, third-year Engineering student]**

Participants presented their accounts of sexual violence in relation to the role of society and religion on values and on sexual violence. Participants were very critical of societal expectations on men to perform sex and a parallel was drawn between society's expectations of men and expectations created in student residences.

#### **4.3.1.2 Sexual violence and men's control of sexual urges**

Men's control of their sexual urges emerged in relation to the last two statements and responses. There was agreement amongst participants that men are able to control their sexual urges, and in so doing, they can prevent sexual violence. Participants acknowledged their experiences of sexual urges, but also indicated that self-control of these urges was critical for prevention of sexual violence. Morgan, a third-year Commerce student said:

*"I think you need to exercise some form of control of sexual urges, because this is one reason I think where sexual violence comes in. If guys can control their sexual urges, I think we will see less sexual violence from happening".*

This discussion continued with participants exchanging advice on how to control their sexual urges:

*"Yes, you do get aroused, but you have the will power to control your arousal experience. There is no reason to force yourself to any woman for sex because you are on heat. Dude ... take a cold shower and get over it!"* **[Sitole, second-year Law student]**

Posiso responded:

*"I admit ... I have sexual urges at times then I feel like having a girl, but because I always think what if I have sex with a girl and then I dump her, coz I don't love her? It's just I*

*have a need at that moment. I have sisters and if a guy should do that to my sisters I will definitely sort him out! So what I do is go to my room and lie on my bed and talk to myself [giggles from the group]... yeah I know it sounds crazy, but at least I am not hurting anyone. That's how I get over my sexual urges, so we as guys can control our sexual urges, I believe that."* [Posiso, third-year Medical student]

It can be observed here how Posiso personalised sexual violence in relation to his own family members, as detailed previously on page 105, last paragraph.

The discussion on self-control provided evidence of participants thinking critically and making connections between sexual violence and other forms of aggressive behaviour. This connection provided evidence of the workshop meeting its objective for critical thinking:

*"I think sexual control can be compared to like other behaviours like you see people who can't control their anger or they get angry quickly, sometimes for nonsense (group laughs) ... yeah ... nonsense I tell you! So I think if a person lacks control in behaviour generally, there is going to be some lack of sexual control too. These are the things I never took notice of, but I think sexual violence and anger control go hand in hand."*

[Lukanya, homosexual, third-year Psychology student]

Lukanya made the connection between sexual violence, lack of self-control and anger. The latter suggests Lukanya understood sexual violence perpetration in relation to control and part of the use of violence in general, which reflects sexual violence as a complex phenomenon.

The issue of women and dress code emerged in relation to statement 4 (***Women who wear short skirts and revealing clothes are partly to blame when they are raped***) and all participants disagreed with this statement. They felt women should have the freedom to wear what they feel comfortable with. Participants discussed how society "dictates" men's behaviours, such as blaming women for being raped, and their stance was that ***there is no justification for rape***". Sifiso, a third-year student said:

*"Society dictates how men should behave and not behave and sadly men respond to this. What women should and should not wear. Let's say a girl walks past you dressed in skimpy clothing, society/men think that women are cheap right ... but if a guy walks without his shirt on he's seen as macho and cool with his six pack. If a woman is raped, the first thing people ask is 'What was she wearing'? I think that is wrong and that is where society/men are messed up coz no matter what a person wears, there is no justification for raping a girl!"*

[Sifiso, third-year Business Management student]

Most participants supported Sifiso's account. Here it is evident how men and women are treated differently in society and how gender social norms ensure different responses. Furthermore, this quote suggests how rape myths are embedded in gender norms of sexual behaviours. The discussions show the workshops had ensured participants used critical thinking on the issue of sexual violence and provided evidence of the workshop achieving its goal.

The workshop, its content and its structure allowed participants to think critically. The latter provides evidence that the first workshop of the new intervention achieved its goal. Furthermore, participants demonstrated a shift to the next stage of the community readiness model, which is the pre-planning phase. This shift resonates with the leadership dimension of the community readiness model where participants have started to think critically about their role in prevention.

#### **4.3.2 Intervention workshop 2: Societal prescriptions for men's behaviour**

The second workshop was prepared after analysis and discussion of the data that emerged from the first workshop. The team used the set of primary workshops from the One Man Can Intervention and decided to adapt the workshop entitled *Act like a man, Act like a woman* as it was evident that the participants needed to further explore why men behave the way they do. It was also clear participants needed to explore where this behaviour came from in relation to sexual violence.

The main objective for the second workshop was ***'to recognise that it could be difficult for men to fulfill their gender roles that are present in society'***. This workshop was implemented as follows: The workshop was conducted during the university vacation period and only 11 participants attended. Four participants did not attend as they went home as part of their vacation plans. The lead facilitator asked participants to divide themselves into two groups: one of five and a second group of six participants. Each group was given a sheet of flipchart paper and pens for writing. They were asked to discuss the following two questions in their groups:

1) ***What does it mean to be a man?***

2) ***What expectations does society place on us for being men?***

Groups were given 15 to 20 minutes to discuss these questions and were asked to report back to the larger group.

The main theme that emerged from the data collected in this workshop was “**societal prescriptions for men’s behaviour**”, which consisted of two sub-themes: “**act like a man**” and “**personal choice to screw up**”, (see also Table 9 in Appendix O).

#### **4.3.2.1 Act like a Man**

Participants felt that being a man meant being heterosexual. A man should be with a woman and have children, i.e. a family whom he should be able to provide for and protect:

*“For us as a group, we feel strongly that men should be heterosexual ... meaning he must have a woman and have children ... have a family that he can provide for, that’s important” [Jabu, on behalf of group 1, of which Lukanya (homosexual) was part]*

*“As a group, we felt that a man must be the provider of his family ... he must protect his wife and children” [Sitole, spokesperson for group 2]*

It was interesting to observe how these participants (in both groups), were clear and upfront about their definition of a man in Lukanya’s presence. This led to Lukanya’s response that gay men do not conform to traditional societal norms for men:

*“In this prescriptive society, gay men do not conform to society’s norms and expectations of men” [Lukanya, gay, third-year Psychology student]*

There was agreement from participants on how they recognise the role of society on men’s behaviour and the conflict this created when men try to meet society’s expectations, especially when these expectations are detrimental and can lead to sexual violence.

Society’s prescriptions for men to have sex often create the perception of sexual entitlement, a recurring theme in workshop 1 and workshop 2. Participants felt society prescribed how men should behave, but society did not teach men how to take responsibility for their actions. This was perceived as society holding “double standards”:

*“Expectations society has on me as man put pressure on me, although I think society has double standards, because society tells a guy to behave in a way ...like men abusing women & it gets seen as a thing men do, but the very same society don’t educate men on how to respect a woman in the first place? You get what I’m saying?”*

**[Tselo, third-year Social Science student]**

Jabu, a third-year Political Science student added:

*“Society’s views actually do influence me, like I honestly feel I need to have sex with a woman to show I am a man, even though deep down I know that’s just a messed up view ... but I still have that view right. How many guys here are actually virgins, but they are petrified to admit that they are actually virgins because for a guy our age to be a virgin is seen as ‘not cool’ or not a man. So basically society says a man should have sex to show he is a man and that is what men follow. I honestly think that is a reason for sexual violence, big time.”*

Jabu articulated his view on being a man in a prescriptive society, i.e. a society prescribing that being a man is associated with many sexual encounters and sexual entitlement and how this prescription leads to sexual violence. Here is evidence of critical analysis and how participants related their discussion to sexual violence.

Lebo related to the group how he experienced societal pressure:

*“Being a man is very difficult with respect to society or even your culture, because ‘people’ who represent society are quick to tell us guys how to behave, but if we mess up they are also quick to judge”.* **[Lebo, second-year Psychology student]**

Lebo acknowledged how “difficult” it was to be a man in relation to societal pressure, and his struggles with society’s expectations on him as a man.

Another important issue raised within this discussion was how knowledgeable participants were on how myths around sex and HIV prevention came about, and the role society played in reinforcing these myths:

*“Like look at this whole thing about having sex with a virgin then you will be cured with HIV. There are men who actually believe that and that has increased the rate of sexual violence and rape amongst young girls, even teenage pregnancy. Who came up with that thing? It’s culture and society, so they are the people who we need to get involved in preventing sexual violence”* **[Thabo, second-year Computer Science student]**

By raising this issue, Thabo also suggested that society should engage in discussions around sexual violence prevention, because they (society) are the ones prescribing men’s behaviour.

Evidence of the impact of the workshop emerged during the second workshop as participants started to recognise how they were influenced by society, but also the role they played in prevention within student residences:

*“This whole issue with society is serious and it gave me a wake-up call coz men are really under pressure to act on their gender from society, but I am thinking it’s the same thing in res. Res is like a community right ... where sexual violence can also happen, because girls visit guys in their rooms. So this workshop is teaching us about sexual violence and making us aware of dangers, etc. right? So ... the very same society that dictates to us dudes can come to the table to discuss ways of addressing sexual violence. For me as a student leader and as a person, this is serious business”.*

**[Mandla, third-year Engineering student]**

Mandla drew a parallel between the residence and society, i.e. the residence is seen as a community that can influence behaviour in the same way society influences behaviour. Again, a parallel is drawn here, as was done in the first workshop.

A critical issue that emerged from this discussion is how society treats men and women differently and encourages men in sexual entitlement. Patrick, a second-year Engineering student, used the example of a man having a child out of wedlock and being able to move on with his life seen as normal, whereas the girl with a child out of wedlock is seen as “loose”. He raised the issue around women who fall pregnant and have to leave university in order to look after the child. This is in line with the literature on the consequences of sexual violence for women and the impact on graduation rates and women not completing their studies (ACHA, 2008; Collins et al., 2009; Edwards-Jauch, 2012):

*“I hear what you say bro and I agree, coz the very same society who tells us how to behave as men, they can’t even give us direction on how to take responsibility, for example, a guy can make a girl pregnant and still continue his career whereas the girl is sitting with the child. Then the guy meets someone else and he goes on with his life, no worries. To society that is okay, and a guy with a child is seen as normal, but meanwhile the girl with the child maybe don’t finish her studies and society sees her as loose”.*

**[Patrick, second-year Engineering student]**

Two issues are raised here on how society responds to pregnancy: firstly, that pregnancy is seen as a burden on women and not on men, and secondly, the moral judgment is different for women than men.

#### **4.3.2.2 Personal choice to screw up**

Participants were very vocal about their experiences of men and power and how men get respect from being powerful despite their wrongdoings towards women. Many politicians locally and globally were used as examples of role models who sexually violated women, yet maintained their status within society, thus fueling the problem of sexual violence. Sitole explains:

*“Many great men, politicians were womanisers, but they were seen as heroes to society. Just look at our own president” [Sitole, second-year Law student]*

Dzimba added:

*“Men who hold powerful positions in society are respected irrespective if they violate women or not. They go on, but where are those women they messed up? Those women are seen as bad women” [Dzimba, second-year Law student]*

Gender differences on how society treats men and women were discussed. Thabo shared a personal experience in relation to this:

*“As a man you can screw up and it will be okay ... like my dad wasn't really around when I was a kid. I had an uncle who was like a dad to me, but he was a womaniser and had many girlfriends and children all over, but my uncle had money, so nobody had an issue with him. I wanted to be like my uncle. I realise now that actually that wasn't so cool coz my uncle hurt a lot of people ... he screwed up!” [Thabo, second-year Computer Science student]*

Thabo related how his experience of powerful men in his life “messed up” and got away with it, thinking it was “okay” to leave women vulnerable, abused and disempowered by their (the man's) “mess”. Thabo presented two different ways on how men are allowed to treat women with no consequences: firstly, how his father disappeared and there was no consequence; and secondly, his experience with a male role model, who was a womaniser, but who was protected because he had money. This demonstrates how women are not valued in the same way as men. The issue of power and men being respected if they have money was also highlighted here.

The absence of good male role models to teach them how to be “real men” was identified as a possible reason why “men screw up”. They felt that “bad role modelling” could be a contributory factor for sexual violence perpetration:

*“Have you ever thought of why men behave so badly or like Thabo said ‘screw up’ and abuse women? I think it's because they did not have role models or like we say real men in their*

*lives to teach us how to be men. Many of our mothers had to take on the role of mother and father and that in itself is problematic. There are certain things men learn from men, like smoking a cigar ... [laughter from the group]... so I think this sexual violence issue is a man issue and men must just admit that they are the culprits"*

**[Lukanya, homosexual, third-year Psychology student]**

It was interesting to observe how the rest of the heterosexual men responded to a very serious Lukanya, in support of what he was saying:

*"yeah ....yeah ... well said dude"* **[mumbled responses from the group]**

Sitole shared how he witnessed his dad beat his mother whenever they had an argument and how this behaviour became "normal" in their household. This is his story:

*"I remember growing up, how my dad used to beat up my mom if she didn't do as he wanted. I grew up believing that's how you treat a woman... seriously bro! Now I can think that maybe he forced my mom to have sex with him, because what if he wanted sex and she refused. He gives her a slap. I know this is personal, but let's call a spade a spade dudes? As a boy you grow up seeing these things as normal, when in fact it's not okay to beat on a woman or force sex".* **[Sitole, second-year Law student]**

Sitole's account of his own personal experience with violence resonated with the rest of the group, which led to the discussion around men having many women at the same time and it being seen as "macho", but for a women it is seen as promiscuity and being a bad woman:

*"I know a lot of guys who think sleeping around with different girls makes them cool and macho, but I think that's a sad situation to be in, because imagine you make every girl you sleep with on campus pregnant, then what? You will not only get your numbers up with babes [girls], but also with babies! That's just messed up ... not cool!"*

**[Khagiso, third-year Commerce student]**

The fact that participants were trying to understand sexual violence for themselves, by relating their personal stories and experience, reflected some growth, but also a sense in the group of feeling comfortable to share personal stories. The latter also demonstrates how participants understood sexual violence to be a serious matter, and that they were willing to interrogate themselves at a personal level as men, i.e. their 'macho' side. Participants showed insight and awareness on how "men's mess ups" negatively impacted women.

Men's personal choice to screw up presented three main dimensions. Firstly, powerful men in society abuse their power to violate women; secondly, women are not respected; and thirdly,

the absence of good role models. These findings suggest participants demonstrated their understanding of sexual violence by relating it to their own personal lives. In so doing, they interrogated themselves as men and their role in sexual violence prevention, thus making it personal.

Themes from this workshop indicated that although participants placed much value on society's expectations of them, they were also very critical about society and culture. The findings also demonstrate how participants were able to reflect on and understand their own behaviour. Although the study objectives were not to measure the impact of the intervention, evidence of change started to emerge nonetheless. Participants have started to respond to the intervention, which is aligned to the principles of the theory of change. Based on the findings from the last three sessions (FGD, workshop 1 and workshop 2), male sexual conquest of women as part of being a man emerged as a recurring theme. These findings suggest participants' shift towards initiation in the community readiness model, which is stage 6.

#### **4.3.3 Intervention workshop 3: Defining Rape**

As for the second workshop, the third workshop was planned after assessing the data from the two previous workshops. The intervention team paid particular attention to the participants' discussion on sexual entitlement. The team decided to adapt the One Man Can Intervention workshop on *Consent vs Coercion: Exploring Attitudes towards Rape*. The workshop activities were designed in such a way to assist participants in a general understanding of what it meant to have consensual sex, with particular reference to the South African legislation. The main objective for this workshop was **'to inform participants on what it means to have consensual sex'** and it was implemented as outlined below:

Nine participants were divided into three groups. The lead facilitator handed out a copy of the South African legislation on rape for participants. Following this, he handed out case scenarios based on real-life events related to sexual behaviour (see cases for discussion below). Each group had 10 minutes to read the scenario and discuss the questions at the end of the scenario, with reference to the legislation on rape.

Each group was asked to share their case scenario and their responses to each of the questions asked in the scenario.

Summary of case scenarios:

- 1) Two gay men drinking at a bar and they discuss having sex.

- 2) A man and a woman engaging in sex and the woman decides midway she doesn't want to continue.
- 3) A woman drinks with a guy at a bar and wakes up in his bed the next day.

The main theme that emerged from the data collected in this workshop was **“Defining Rape”**, which was substantiated by two sub-themes, **“knowing consensual sex”** and **“knowing non-consensual sex”** (see Table 10 in Appendix O).

#### **4.3.3.1 Knowing consensual sex**

This was one of the key components in this workshop. The main discussion here focused on men to **never make assumptions about sexual consent**. This process showed how participants moved from not fully understanding sexual violence to reaching a stage of realisation of the reality of rape and how easily it could happen without one realising it:

*“Rape is real and it happens in contexts that you never expect. Golden rule, never assume that sex is consensual and always wait for the ‘yes’ then you will be safe.”*

**[Alvin, third-year Engineering student]**

Mandla gained new insights when he realised the complexity of sexual violence:

*“This session was definitely a wake-up call for me! I’ve realised that there is more to rape than just sex without consent. You actually really need to ask the person if she is okay with having sex and she has to say ‘yes’ coz if she says anything else ... dude ... you’re a rapist”* **[Mandla, third-year Engineering student]**

Alvin and Mandla demonstrated the impact this workshop had on their understanding of when sex is consensual and their understanding of the importance for men to **get confirmation of the “yes”**, i.e. that men needed to be absolutely certain that they obtained consent for sex. After this session, both participants were prepared to identify and name themselves as rapists, further demonstrating the effect the workshop had on them:

*“I feel like I’m on the back foot here, because having discussed rape in the context of our law makes me realise how close to rapists we as guys are. Rape is not just sex without consent. To me it means that you as a guy must really be in agreement with the girl you’re having sex with, meaning you must both say yes”* **[Lebo, second-year Psychology student]**

By Lebo relating sexual violence to the South African law on sexual offences, he reflected how he has shifted in his thinking to an understanding of sexual violence within the legal framework and the implications thereof. Participants’ strong stance on the issue of consensual sex suggests their willingness in taking responsibility for their own sexual behaviour. This was

demonstrated when participants reported that they extended the discussion beyond the workshop into the dining room and later onto social media such as Facebook, Twitter and WhatsApp, where participants shared the information they had learned in this session with others.

#### **4.3.3.2 Knowing non-consensual sex**

The second key component was “knowing non-consensual sex”. The reality of rape and how easily it could happen presented a critical thinking moment. The young men reflected back on previous behaviour and realised how their sexual behaviour with partners was wrong and more complex than they had thought initially:

*“I carried on until she stopped saying ‘NO’ ... I realise NOW it was wrong, because I didn’t hear the ‘YES’.* [Khagiso, third-year Commerce student]

The evidence of impact in this workshop was participants’ realisation that they could have been guilty of rape at some point in their lives. This workshop presented a “wake up call” for them and **‘knowing that “No” means “No” and not “Yes”’**. Lukanya presented his understanding of **“no” means “no”** as a gay man:

*“This session illustrated to me that rape is not understandable if it is not heterosexual. Males still have a long way to go in understanding ‘No’ means ‘NO’”* [Lukanya, a gay participant]

The value participants placed on knowing what rape is and the value of knowing how easily they could have missed it, had they not gained this knowledge in the workshop, was articulated:

*“From this session and learning the correct definition of rape, I realised that I am a rapist. I had sex with someone who did not give me permission, even though she did not resist and we were in a relationship. That doesn’t mean she said ‘yes’ ... she actually said ‘no’ ... does that make me a rapist? ... joh!”* [Tselo, third-year Social Science student]

An important observation was that in their understanding of sexual violence, participants indicated that knowing the law on sexual violence was important. These young men realised rape was much more complex in relation to consensus between partners, i.e. although they knew what rape was, they did not understand it within the legal framework, and that was the critical issue for them:

*“Students know what rape is and they understand what rape is, but not necessarily knowledgeable according to the law.”* [Dzimba, second-year Law student]

Their gaining knowledge and insight into the disconnect between the legal definition of sexual violence and the commonly understood meaning to young men, shows evidence of change. For example, participants shared information with others on social media regarding the realities of rape and how easily it could happen. The latter was a reflection of their commitment to help prevent sexual violence beyond the university residence. Participants were willing to challenge themselves (and others) by publicly labelling themselves as “rapists” on social media as an indication of how serious they were about preventing sexual violence.

This public demonstration of their stand against sexual violence, reflects how participants have shifted towards the stabilisation stage, which in this instance aligns itself to the dimension of community climate in the community readiness model. Evidence of change is reflected in this shift.

#### **4.3.4.1 Intervention workshop 4: Courage to act**

Based on the key findings in workshop 3 and adaptation of the One Man Can Intervention workshop entitled *New Kinds of Courage*, design and planning of this workshop was done in order to assist participants with a general understanding of their role in bystander intervention.

The main objective for this workshop was ***‘to explore men’s perceptions of their degree of courage in bystander intervention’***. This workshop was implemented as outlined below:

Participants were seated with chairs in a semi-circle, where they could face each other and the lead facilitator. Participants were informed that the session would be looking at their level of courage to intervene in a situation that they considered was abusive.

Each participant was given a scenario, which they had to read and decide which level of courage it would take to intervene. Participants were asked the following question:

*“Based on the knowledge you’ve gained the last few weeks, decide how you will intervene if you will intervene, e.g. least courage, some courage or most courage to intervene”.*

Each participant was asked to put his scenario under the level of courage he felt it would take to intervene. The scenarios were:

- If there is a conflict in a marriage.
- Men joking about women’s clothing, what would you do?
- If your friend is abusing his girlfriend.

The central theme that emerged from the data collected in this workshop was “**Courage to act**” and this was substantiated by four sub-themes: “**courage to act in relation to one’s relationship with others**”, “**courage to act in relation to religious values**”, “**Courage in relation to homosexual men**” and “**Courage in relation to knowledge and understanding of sexual violence**” (see Table 11 in Appendix O).

#### **4.3.4.1 Courage to act in relation to one’s relationship with others**

Participants felt that their level of courage to intervene in a scenario was dependent upon the nature of the friendship towards others, i.e. whether it was a friend or a stranger:

*“The way I would intervene will depend on who the couple is, e.g. are they close friends or are they random people in the street”* [Jabu, third-year Political Science student]

Patrick felt it depended on the seriousness of the couple’s relationship:

*“To me it will also depend on how serious the couple is in that relationship”*  
[Patrick, second-year Engineering student]

In relation to how serious the relationship was participants placed very important value on marital relationships and their level of courage to intervene in that relationship. The concern and fear of losing a relationship should they intervene, was expressed:

*“I think it will take a lot of courage to intervene in a marriage relationship, because intervening in marital issues there is always the risk of being badmouthed or losing the friendships, especially if you’ve been friends for long or part of the family.”*  
[Sitole, second-year Law student]

However, unlike Sitole, Tselo verbalised that he would intervene irrespective of what the nature of his relationship with the couple was, because he would be unable to observe sexual violence happening and stay quiet about it:

*“It will take a lot of courage for me to keep quiet ... I will intervene irrespective of my relationship with that couple, because violence against another person is wrong and I feel it is our responsibility to stop this sexual violence coz we have sisters and mothers too.”*  
[Tselo, third-year Social Science student]

Tselo took a firm stand on his courage to intervene and again, this is related to his family, thus indicating how he has developed strong convictions about sexual violence and his role on

prevention. By taking it on, he reminded the group that sexual violence was wrong and that they had a responsibility to prevent it from happening.

In response to Tselo, Morgan articulated his challenge in relation to intervening in a marriage abuse situation:

*“The challenge that I have is that when married people have problems or you can see there is abuse going on right ... if you intervene ... let’s say I am not married but I intervene where there is abuse going on between a married couple, they tend to say to the unmarried person like what do you know, you are not married? So that makes intervening in that case difficult”* **[Morgan, third-year Commerce student]**

Morgan’s challenge suggests how social hierarchies were created by age and marriage, which caused barriers, i.e. the fact that he was not married didn’t give him authority to speak about marital issues. In response to, and perhaps to reassure Morgan, Lebo asserted the fact that if one was able to prevent abuse from happening, one should do so:

*“If the power to stop violence is in my hands I must intervene.”*  
**[Lebo, second-year Psychology student]**

Participants felt that the level of courage to intervene also depended on the relationship with the perpetrator and speaking to a friend is easier than speaking to a stranger. Mandla shared a story of how a pastor intervened:

*“There’s this couple at our church right ... the guy is a good guitarist and he played in the band in church. He was locked up coz the younger daughter told the pastor that her dad had been sexually abusing her sister and her since they were like five years old. They are teenagers now and the older sister is ... I think my age. It was so hectic the older girl had an abortion coz she fell pregnant with her own father’s child! That mother ... I mean the guy’s wife, she knew all about it and she said nothing. Nobody knew, because they were like the ‘perfect family’ and all. The pastor took a stand and he intervened and the guy got locked up. Now I would say that is how we should be, even if the people are married or close friends with a person.”* **[Mandla, third-year Engineering student]**

Mandla’s story resulted in the group being silenced for a brief moment, and Posiso responded:

*“Although this is a very sad story, it is happening out there. I think that pastor was very brave and he is an example of how we should intervene as men against sexual violence no matter if*

*the person is our friend or not. Wrong is wrong and if we don't address the wrong, we will never get rid of sexual violence, or any other crime for that matter"*

**[Posiso, third-year Medical student]**

Posiso commended the action of the religious leader and reminded the group to take a stand against the wrongs of sexual violence. Furthermore, Posiso reminded the group that as men they too had a responsibility to act on behalf of the victim of sexual violence if the opportunity is presented to them, as was evident in the story Mandla related. Mandla trusted the group enough to share a very sensitive matter, confirming the level of trust participants had in each other.

Participants recognised the need to intervene in abusive situations, but they also recognised that intervening was not easy.

#### **4.3.4.2 Courage to act in relation to religious values**

Religion re-emerged in this workshop as a very powerful institution within society, and much of the discussion was on how much courage is required to oppose an institution such as religion:

*"If I know someone [perpetrator] is religious, it will take a lot of courage for me to intervene"*

**[Thabo, second-year Computer Science student]**

Participants focused on the marital relationship and demonstrated the influence of religious values and belief systems on sexual violence:

*"Religion and religious values also play an important part in sexual violence, especially if it's between married people, e.g. religion says married couples should stay married, irrespective and just pray the problem away. To me it doesn't work like that! I don't believe God is so narrow-minded, because wrong is wrong anyway!"*

**[Jaye, second-year Social Science student]**

Jaye criticised religion and how prescriptive it can be. In the first workshop Jaye and Lebo expressed similar dissatisfaction with religious influence and how they felt religion "failed women" by reinforcing sexual violence (page 114, last two paragraphs). I also observed participants' frustration with religion in this context. According to them, men can make sexual demands as supported by religion and women have to acquiesce to the same religious prescriptions. Alvin also felt that sexual violence was wrong, but that he was challenged regarding his level of courage to intervene against powerful influences such as religion:

*“Religion fails married women in intimate partner violence relationships, because religion says ‘stay, God will sort it out’... I don’t agree with that, but it might become difficult then to intervene in this situation. As for me, I will definitely tell the person what he is doing is wrong”*

**[Alvin, third-year Engineering student]**

Jabu presented another dimension to his own difficulty in relation to his courage to intervene:

*“People come from different backgrounds with different belief and value systems, so it also depends on the setting and context, meaning some women may feel it’s their marital duty to have sex when the husband wants it, whether she is in the mood for it or not. That to me is wrong, but how do I know this is happening, because it’s very private? That’s the sad part, because intervening here will be difficult”.* **[Jabu, third-year Political Science student]**

Participants recognised that courage to act upon abusive situations in relation to the influence of religious values and beliefs systems was a challenge, especially in view of how the impact of religion failed women.

#### **4.3.4.3 Courage to act in relation to homosexual men**

Lukanya, who was very upfront and open about being a homosexual man, made the group aware that sexual violence is not an exclusively heterosexual phenomenon, but that it could happen between homosexual men as well and that they (homosexual men) also needed to also become educated and informed about sexual violence:

*“I don’t think we must lose sight of the fact that abuse can happen between two gay people and that there needs to also be intervention there. I’m saying this from a gay perspective and being gay myself, I could find myself in that position, so we need to be educating gay people about sexual violence”* **[Lukanya, third-year Psychology student]**

Although Lukanya challenged the rest of the participants, who were all heterosexual men, they were open and honest about how much courage it would take for them to intervene in a sexually abusive scenario between two homosexual men. They felt knowing how to approach homosexual men was important:

*“Intervening between gay people is difficult because most of us don’t know when to intervene or how to approach gay people in conflict situations. It’s like Lukanya said, we have to become educated on how gay people operate.”* **[Khagiso, third-year Commerce student]**

Khagiso openly admitted that he would find it difficult to intervene between two homosexual people and that he agreed with Lukanya that they needed to become knowledgeable on how

to approach homosexual men in an abusive situation. In Dzimba's view it would take a lot of courage for him to intervene between two homosexual men, as this would be an unusual situation for him:

*"I think it would take a lot of courage for me to intervene in a gay abuse set up, because it's weird to see two guys and one of them are being violated, because it's normally guys who abuse women and not guys abusing guys?"* [Dzimba, second-year Law student]

Morgan felt that his courage to intervene between two homosexual men would be impacted and recognised his own need to become knowledgeable about homosexuals' rights:

*"In the case where you need to defend gay rights, I think it would take most courage, because many people don't know about gay rights and I am one of those people. Maybe the two gay guys are just messing around and you think they are having a fight, then you intervene then you get beaten up. So ... I agree, we need to get educated on how gay people operate."* [Morgan, third-year Commerce student]

The consideration of courage in relation to homosexual men was linked to the participants' poor knowledge of homosexual men and sexual violence. Although homosexuality linked to sexual violence was not the focus of my study, it emerged as a very important consideration in the development of sexual violence prevention strategies in university residence settings. In view of this, participants identified how important it was for homosexual men to become educated and informed about sexual violence, knowing how to approach homosexual people and becoming knowledgeable about homosexuals' rights.

#### **4.3.4.4 Courage to act in relation to knowledge and understanding of sexual violence**

Participants have shifted from getting to know about sexual violence to the point where they needed to apply their knowledge to situations where sexual violence was observed, i.e. as bystanders. In so doing, they would help prevent sexual violence by intervening when sexual violence was observed. They recognised that being knowledgeable about sexual violence would influence their level of courage to act as bystanders:

*"Based on what was learned the previous week the knowledge we gained would determine the degree of courage to intervene. So being knowledgeable about when to intervene I feel is important"* [Mandla, third-year Engineering student]

This shift demonstrated how participants not only learned how to identify unacceptable behaviour by others, but that they were able to reflect on their own behaviour and know when to intervene. Based on the knowledge they gained on sexual violence throughout this series of workshops, they recognised the change in themselves, which enabled them to engage with the idea of intervening as bystanders:

*“I think I will be in a good position to intervene, because I know more now about sexual violence than before and when things are not right to do in a relationship. I will speak up and stop abuse from happening, because I have learnt so much from these workshops. I even changed things in my own behavior towards women and sexual violence”.*

**[Posiso, third-year Medical student]**

Posiso again demonstrated how the workshops impacted him at a more personal level, which led him to change certain things in his own behaviour:

Participants articulated that the courage to intervene would depend on the context and nature of a relationship:

*“Intervening depends on the context, i.e. when and how one intervenes depends on the context of the situation, e.g. if a boyfriend and girlfriend have an argument and you know them both it would be easier to talk to them than if you didn’t know them. I mean, sometimes you find that people just argue a lot, then to you it seems like they are fighting and you feel you need to intervene. So if you know that couple is just messed up together, you don’t intervene because you will end up the bad guy”.* **[Sitole, second-year Law student]**

Participants felt that although bystander intervention may be difficult at times, it was very important to intervene when abuse was observed. They also felt that being knowledgeable about sexual violence, knowing when to intervene and understanding the nature and context of a relationship were important factors associated with bystander intervention. In identifying themselves as bystanders, participants reflected how they have taken ownership of the problem of sexual violence in university, which aligns itself to the professionalisation stage of the community readiness model. Principles of the theory of change are reflected here.

#### **4.3.5 Intervention workshop 5: Maintaining your own identity**

Workshop 5 was the last workshop and focused on consolidating the information gained over the previous five sessions. Based on the key findings from workshop 4, it was decided to adapt the One Man Can Intervention workshop *Defining the ideal partner*. This workshop was chosen in order to assist participants in identifying positive and negative aspects of a

relationship. The main objective for workshop 5 was ***'to be able to identify healthy vs and unhealthy relationships'***. The workshop was implemented as outlined below:

Three signs were posted on the board with the following headings: **Healthy, Unhealthy and Depends**. Chairs were placed in a circle and participants were seated. Participants were informed that the session was going to address 'relationships'. The main question to start the discussion was as follows: **If you think of relationships, what do you think are some of the qualities of a healthy relationship?**

Each participant was given one of the following statements:

- ***One person hits the other in order to have this person obey him or her***
- ***Sex is not talked about***
- ***You are in control and you are able to do what you want to so you argue and fight often***
- ***You stay in the relationship because it is better than being alone***
- ***You will do anything for your partner***
- ***One person usually makes every decision for the couple***
- ***Your partner is still close to his or her ex-boyfriend or ex-girlfriend***

Each participant had to place his statement under one of the three headings he thought would fit the statement. Participants were given the opportunity to scan through these and if they felt they needed to shift their statement to another heading they could do so before the discussion started. The discussion followed with unpacking the choices made by each participant. This was done for each statement, with discussion around any differences in the choices made. This activity looked at how participants perceived healthy versus unhealthy relationships and how they thought they would respond in each case; for example, what their reactions would be in the case of sexual abuse, either personally or as bystanders/observers of abuse.

The main theme that emerged from the data collected in this workshop was ***"maintaining your own identity"*** and consisted of three dominant sub-themes, ***"open and honest communication"***, ***"religious and cultural influence"*** and ***"decision-making process"*** (see Table 12 in Appendix O). Participants felt that ***"maintaining your own identity"*** was critical in maintaining a healthy relationship and, this is illustrated in the quotes below.

#### ***4.3.5.1 Open and honest communication***

In response to the question presented to participants, they felt that the main ingredient in a healthy relationship was “**open and honest communication**”. They identified *trust, respect and honesty* as important ingredients to maintaining a healthy relationship, which could also assist in preventing sexual violence from happening:

*“For me, communication is key in a relationship, because communication can make or break a relationship. There should at least be honesty”* **[Posiso, third-year Medical student]**

Lebo responded:

*“Trust is very important ... no matter what the nature of the relationship”*  
**[Lebo, second-year Psychology student]**

In response to Posiso and Lebo, Tselo emphasised the importance of respect in a relationship and related this to sexual behaviour:

*“Respect is a big thing, in any relationship and should be a mutual experience, especially when it comes to sex. So if your woman says she’s not in the mood (she does not want to have sex) then do not force her, but respect her wishes, otherwise you’re a rapist dude”*  
**[Tselo, third-year Social Science student]**

Tselo suggested here that men should respect women. The issue of men respecting women is repeated here and seems to be re-emerging as an important element in a healthy relationship (see page 109, second last paragraph) where the issue of respecting women was first raised).

The ability to communicate openly about sex in a relationship was perceived as important in a healthy relationship, especially since men and women communicate their needs differently, according to participants:

*“There is a difference in the way men and in the way women communicate. Either way, both parties should be clear and honest enough with each other how they feel about things, like for example sex. Like Tselo said, if the woman is not in the mood, then tell her how you feel about her always not being in the mood makes you feel. In that way you don’t have to force things and then you are not committing sexual violence”*  
**[Sitole, second-year Law student]**

In Sitole’s view, communicating openly about sexual matters could be a way of preventing sexual violence. Jaye responded and asserted how strongly he felt about dishonesty in a relationship, and that he would rather be hurt by the truth than be hurt by lies:

*“For me, honesty is a big thing .... no matter how it hurts to hear the truth. I’d rather be hurt by the truth than be hurt by lies ... honestly. So I agree with Sitole on that one, that we should rather communicate openly to our partners about how we feel and be honest”*

**[Jaye, second-year Social Science student]**

Maintaining healthy relationships was also discussed in terms of forgiveness between couples when mistakes are made:

*“I would forgive my woman if she had sex with someone else, because everyone makes mistakes and I would expect her to forgive me too. If you can’t forgive then your relationship won’t work”* **[Jabu, third-year Political Science student]**

Khagiso disagreed:

*“There’s no ways I’d forgive my girlfriend! You are more than a man dude ... for forgiving your girl”* **[Khagiso, third-year Commerce student]**

It is interesting to note how Khagiso associated forgiveness with being “more than a man” but also implying that he is not that kind of man that forgives easily.

#### **4.3.5.2 Religious and cultural influence**

Religion and culture appeared again when healthy relationships were discussed and its influence on how religious values and beliefs related to decision-making in relationships. Participants felt that women were marginalised by the value religion placed on the role of men:

*“I’m a religious person ... a Christian, but I think religion really fails women at times, because the Bible says the man must make the decisions of the house, so where does that leave the woman if she disagrees with her husband and what if the woman is right? That is how I see how religion can fail women.”*

**[Alvin, third-year Engineering student]**

Alvin’s account of how he perceived religion reflects his disagreement of men dominating women and that religion played a role in reinforcing male dominance. The issue of men “failing women” is repeated here for the third time in this study. Since this was the last workshop, I got the sense that participants were piecing together the strands of the sexual violence tapestry, and how they made connections to the interrelatedness and complexity of sexual violence perpetration, for example male dominance, men “failing women” and the impact of religious values.

In response to Alvin, Sitole shared his view on male dominance and equality in a relationship:

*“I believe if each person in the relationship has equal value, that relationship will be healthy, because I don’t believe that one person can do what he or she wants to and*

*expect the relationship to be healthy. That is definitely a recipe for disaster ... you will have arguments and disagreements for sure, no matter what culture or religion says"*  
**[Sitole, second-year Law student]**

Patrick added another dimension to the discussion when he raised the issue of how cultural beliefs can influence the choices we make in terms of partners:

*"I honestly think we give culture too much scope in our relationships and that can be a problem. I think that is why we have so many problems in our society, because culture and beliefs are often just black and white ... there's no room for taking each situation as it is, because what if I love a Xhosa girl but my culture says I can only get involved with a white girl? That's just reality"* **[Patrick, second-year Engineering student]**

Patrick's frustration was observed when he expressed his strong views on how powerful cultural beliefs were in terms of influencing choice in partners.

Patrick's response resonated with Lukanya, who extended cultural influence to its negative influence on relationships, because men can be promiscuous, but that behaviour could be seen as "a thing men do", yet the same did not apply to women. He used the example from workshop 2 where societal prescriptions of men's behaviour were discussed:

*"I agree with you on that one Patrick, because it's like when we spoke about how society sees men who have sex around with women as 'a thing men do', but if the woman does it she is seen as 'bad' or 'loose'. That's how men and women end up having bad vibes ... like if the husband has an affair he kinda expects the woman to forget and move on, but if a woman does it, it's a big deal. Like when we spoke about forgiveness earlier, Khagiso said he would not forgive his woman if she has to have sex with another man, but he expects to be forgiven. That's so unfair"* **[Lukanya, gay third-year Psychology student]**

There was disagreement amongst participants when they challenged each other's views and perceptions. This reflects evidence that the workshop allowed this to happen in a healthy way. Participants felt that religious values and beliefs impacted choices we make in terms of life partners and could have negative influences on healthy relationships. It was clear from the observations of all the workshops that participants drew on previous workshops. This demonstrates some understanding they gained on the complexity of sexual violence and the interplay between the different contributing factors.

#### **4.3.5.3 Decision-making processes**

Joint-decision making was identified as an important element in a healthy relationship, i.e. that the man and the woman had equal say in the decisions that are made. Participants felt that if one person makes all the decisions in a relationship, it can lead to sexual abuse and violence:

*“Decisions made in a relationship should be made together unless the other person is mentally ill and can’t make decisions for herself.”*

**[Mandla, third-year Engineering student]**

*“For me a healthy relationship is when both people come to make decisions and not just one person making all the decisions, because that is where abuse can come in. Say a man just wants sex all the time and the woman is ‘not in the mood’ and that man pushes, that’s sexual abuse right there bro.”* **[Tselo, third-year Social Science student]**

Dzimba added:

*“I think decision making is important in a relationship and to make the relationship healthy, decision-making should come from both parties in that relationship. Like when we discussed rape ... rape happens if the relationship is unhealthy because that means only one person decided to have sex? Meaning, it was not a mutual decision-making that happened coz that guy definitely did not get the ‘yes’ to start with. That is how sexual violence happens in the first place”* **[Dzimba, second-year Law student]**

The above shows how participants made connections to earlier discussions, as they tried to understand sexual violence in the context of broader society and find meaning for themselves as to how sexual violence is perpetrated.

Participants also felt decision-making processes should be based on facts rather than emotions, because according to them, women tend to make decisions based on emotions, whereas men tend to make decisions based on facts. Participants also indicated that decision-making between partners could also contribute to violence:

*“I think one important thing we must consider in relationships is that women think differently to men ... that’s just the way things are. Like for me, I won’t have an issue if my girlfriend chats to her ex-boyfriend, but I can tell you now she won’t like it if I chat to my ex, then she will want to threaten to leave me or accuse me of having an affair again with my ex. That’s just coz women are emotional creatures and they make decisions based on their emotions”.*

**[Sifiso, third-year Business Science student]**

Thabo responded to Sifiso:

*“I actually agree with you there Sifiso, coz many times women don’t listen to reason and if they’ve [referring to women] made up their minds about something it is very difficult to convince them otherwise, even if they don’t have all the facts. That’s a challenge in a relationship that can lead to violence in a relationship”*

**[Thabo, second-year Computer Science student]**

In view of joint decision-making and maintaining a healthy relationship, participants felt that **clearly defined roles in a relationship are important** and that this would prevent conflict in a relationship, possibly even sexual violence, in a broader sense:

*“Something that I have observed in relationships, especially women, is that they [women] become slaves to their men and I always wondered why this happens. I feel we are all unique individuals, with a brain of our own to use and make our own choices. I think what needs to happen in a relationship is that each person is clear about who does what and who is responsible for what in that relationship. I believe that will prevent a lot of problems and fighting in a relationship, possibly even sexual violence, because each person will know what’s expected and there will be no control on one person.”*

**[Morgan, third-year Commerce student]**

During this workshop, participants identified that relationships are impacted by open, honest communication, religious and cultural influences and decision-making processes, which are critical components in helping a person maintain his/her own identity. It was also felt that if these components were not part of a relationship, violence could be a consequence.

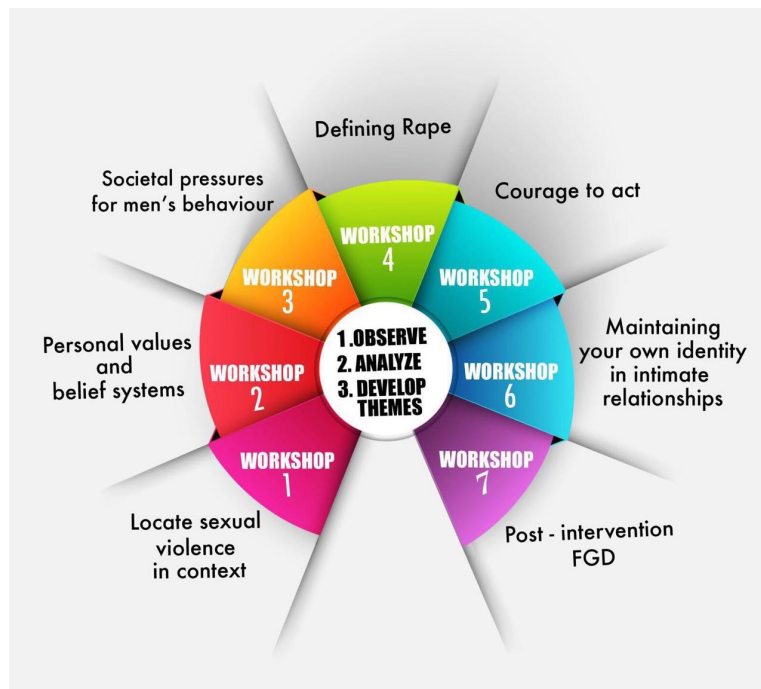
#### **4.3.6 Overview of the five workshops**

In this chapter the pre-adapted FGD brought young men together to talk about sexual violence, and they realised that they didn’t know much about sexual violence. At the end of this process a new intervention, known as the Men With Conscience had evolved (see Figure 4 below). In the Men With Conscience model, the pre-adapted FGD was added as workshop 1, thus introducing an intervention that consists of six workshop sessions and a post-intervention discussion. Each adapted One Man Can Intervention workshop presented specific key issues that contributed to the development of the new intervention.

Table 13 below presents a summary of the adapted One Man Can Intervention for the university context, based on the findings from the workshops with participants.

**Table 13: Summary of themes adapted to university context**

Number of workshops	OMCI	Adapted OMCI (Men With Conscience)
Workshop 1		<b>Pre-FGD:</b> Locate sexual violence in context
Workshop 2	Gender Values clarification	Personal values and belief systems
Workshop 3	Act like a man, act like a woman	Societal prescriptions for men's behaviour
Workshop 4	Consent vs Coercion	Defining Rape
Workshop 5	New Kinds of Courage	Courage to act
Workshop 6	Defining the ideal partner	Maintaining your own identity in intimate relationships
		Post intervention FGD



**Figure 4: Men With Conscience model**

#### 4.4 Conclusion

The findings in this chapter, presented the evolution of the new intervention known as **Men With Conscience**, a model designed specifically for use with male students in university residence settings. The Men With Conscience intervention developed after the process of adaptation of the One Man Can Intervention was completed. The FGD post-One Man Can Intervention adaptation, will be discussed in Chapter 6 as part of the post-assessment findings.

The next chapter will discuss the process evaluation, which presents findings on the critical observations as well as participants' reflections.

## **Chapter 5: Findings on the process evaluation of the adaptation and implementation of the One Man Can Intervention**

### **5.1 Introduction**

This chapter presents the findings on the process evaluation in two parts. Part 1 presents the observations and Part 2 presents the reflective part of process evaluation. Participants' reflections provided data on their experiences and perceptions of the process. Process evaluation studies usually evaluate or monitor the implementation of an intervention or a programme. However, in this study process evaluation provided a framework for the implementation of the adapted One Man Can Intervention in the university residence setting. The process used in the adaptation of the One Man Can Intervention to the university residences provided a scientific base for the development of the Men With Conscience intervention.

### **5.2 Part 1: Findings from the process evaluation of the adaptation and implementation of the One Man Can Intervention - observations**

Data collected in this part of the study were obtained through observation, using the process evaluation elements as a guide (see Appendix I). The findings are discussed according to the six process evaluation elements used in this study: fidelity, dose delivered, context, reach, dose received and recruitment. These were discussed in detail in Chapter 3. The dose received is further elaborated upon in Part 2 using the data collected from participants' reflections.

It is important to note at this point that although process evaluation was used as a framework to guide my observations and understanding of this case, some elements were only applied partially, for example fidelity and reach, due to the qualitative nature of this case study. These will be discussed below in more detail. Data from the process evaluation formed part of the analysis process of the study as a whole, and not a separate entity, because it presented critical findings that informed subsequent steps of the adaptation of the One Man Can Intervention.

### **5.2.1 Fidelity**

The element of fidelity determined whether I assessed everything according to the plan of implementation and the objectives for each session. The debriefing session after each workshop provided data on fidelity. Each team member was asked to give input on their experiences and perceptions of the sessions, i.e. if they had observed whether the workshops had met the set objectives. My findings indicated that the objectives for each workshop session were implemented as planned, and the adaptation was guided by the themes that emerged from each workshop. (See Appendix K for details of the adaptation.) However, as much as the activities were implemented as planned, assessing fidelity in the traditional way could not be done due to the interactive nature of the One Man Can Intervention and the adaptation process. Although fidelity was only partially assessed, other aspects such as the process and the objectives of each workshop were assessed. Furthermore, as this was an adaptation process it was not expected to have 100% fidelity to the planned sessions.

### **5.2.2 Dose delivered**

The dose to be delivered was determined during the planning of each workshop. Dose was based on the overall objectives of the OMCI and the facilitators decided on this as a team. See also Table 13 on page 134 in Chapter 4 for a summary of the workshops adapted and implemented.

### **5.2.3 Context**

I carefully monitored participants' responses and dialogue around current incidents of sexual violence in the larger community and how they related these incidents to their own context within university residences. Participants were able to make connections of sexual violence from their own set of values and belief systems to the university environment.

Using observations as the main data collection, and myself as a research instrument, I identified six dominant contextual factors that influenced the implementation of this adaptation, as follows:

- 1) Throughout the adaptation period, I observed that **open, clear communication** between facilitator and participants was needed in order to promote positive participation and sharing of views and opinions. For example, participants knew exactly what was expected of them, because they were informed clearly and openly about the research process, for example who would facilitate the group and who would be observing and why.
- 2) **Consistency** – my observations indicated that in order for the dose to be delivered as planned, and to get participants to engage optimally in discussion, there needed to be consistency, i.e. the venue, time and place needed to be the same throughout the data collection period, which was the case in this study.
- 3) **Structure and creating a safe space**, i.e. the physical (environment) and mental (facilitation of the discussions) aspects of intervention delivery. The manner in which the workshops were presented provided a good structure to which participants could relate, for example the venue remained the same, facilitators were always prepared and sessions started on time. **Creating a safe space** for engaging the participants in ongoing discussion and dialogue around sexual violence prevention was found to be a critical element in the context part of this process evaluation. In order to create a safe space, it was important to have facilitators trained and experienced in working with young men, debriefing sessions after each workshop and reflecting on what worked and what could be improved next time. Although facilitators were prepared for each workshop, it was the values and culture in which the workshops were conducted that was critical, i.e. participants engaged because they felt safe. Feeling safe meant that they were not judged or confronted about their views or opinions, but rather that they were able to share what they thought about issues related to sexual violence.
- 4) **Reflection** presented an important part of the process evaluation and is discussed in detail in Part 2 of this chapter.
- 5) **University context** - observations presented data that indicated how participants related to the activities and scenarios during each workshop session; for example, planning the workshops around the relevance of sexual violence within the university context and what participants raised in the workshops each week.
- 6) **Funding** – in terms of the context of this process evaluation, my observation on resources indicated the importance of funding in the implementation of the adapted One Man Can Intervention within the university setting. In order to facilitate workshops

of this nature with the necessary human resources needed, funding is vital, not only for the researcher, but also for the rest of the research team. For example, enough provision needs to be made to employ the Sonke Gender Justice Network facilitators, research assistants, catering, venue, transport, and airtime to communicate with the participants on a weekly basis. For successful implementation, funding for the trained and experienced facilitators, research assistants and so on, was critical.

#### 5.2.4 Reach

Reach was determined by the sample, which is discussed in the methodology (Chapter 3). The sample was selected specifically for this case study. Since this study was about a development process, rather than a study to broaden the implementation, reach was not achieved in the traditional sense. In this case, the process evaluation element of reach was limited to the sample.

#### 5.2.5 Dose received

This study reached 15 participants who committed to participate in the study from start to finish. The attendance register was the main data collection tool to record participants' attendance each week and would be useful to guide any recruitment strategies. Although the process evaluation was conducted during the second semester, which has increased academic demands on participants such as tests, assignments and examinations, participants remained committed to the process by attending all or most of the workshop sessions. During university vacation there was a drop in attendance to nine participants, but data indicated that the last two sessions returned to 100% attendance, i.e. after the university vacation (see Table 14 below).

Participants who could not attend any session would inform me of their non-attendance before the time. Those who missed a session always returned and continued the rest of the sessions to completion. The overall retention in the workshops was 90%.

**Table 14: Workshop attendance and retention (%)**

<b>Workshops</b>	<b>Pre-FGD</b>	<b>W1</b>	<b>W2</b>	<b>W3</b>	<b>W4</b>	<b>W5</b>	<b>Post FGD</b>	<b>Average</b>
Attendance (No.)	16	15	11	9	15	15	15	<b>13.70</b>
Retention %		100	73.3	60	100	100	100	<b>90</b>

In the first workshop participants were given statements to which they needed to respond (see Appendix K for content of all workshops). My overall observation was that participants engaged very positively with each other, although they still didn't know much about sexual violence. Observation data collected on the interaction between participants and lead facilitator indicated that there was good rapport and that participants were comfortable asking difficult questions. Examples of such questions are reflected in the quotes by Sitole and Morgan below:

*"Let's say you are married ... you believe it's your marital right to have sex right? What do you do if your wife tells you she doesn't feel like having sex at that moment? Are you going to force her and tell her it's her duty, as a woman, to please her man? What do you do? Are you going to be angry at her? Nag her until she says yes? Is that not sexual abuse right there?"*

**[Sitole, second-year Law student]**

*"Honestly speaking now ... what do you do if you get aroused or you are on heat? [giggles from the group]. Seriously ... we're all adults here ... Are you gonna go out and grab a girl to deal with your sexual urges? What do you do in that case bro?"*

**[Morgan, third -year Commerce student]**

My observations from the many clarifying questions arising from participants during workshop 1 suggested that participants had difficulty making sense of sexual violence, and it was clear that many had conflicts between their value and belief systems and what was discussed in the workshop.

My observations from workshop 2 suggested that participants started to learn more about sexual violence and they articulated how informative the sessions were. They reflected how this newly acquired knowledge challenged them to engage more deeply with the issue of sexual violence, and highlighted the role they had to play in preventing sexual violence from happening. Jabu and Alvin shared their views in relation to this as follows:

*"When I came to these discussions the first time, I just wanted to check it out, coz I didn't have anything on that day, and also I knew there was gonna be food and that, but after attending the last two sessions I actually realised that there's some powerful stuff going on about sexual violence that I need to get to know about. The food was just a bonus, but what makes me to come back every week is the dialogue and the fact that I was learning things I never even thought of or knew was happening. Like ... I mean ... just sharing with each other from different residences, we could learn a lot about sexual violence and as leaders I think that is important."*

**[Jabu, third-year Political Science student]**

*"I came to realise this ... and I was sharing with my friend in the dining hall the other day that, sexual violence is actually everybody's business, not just the police or the government or the people out there. As much as it is their problem, it is also my problem and by coming together here every week, I was challenged as a person, as a man, to take responsibility for this problem of sexual violence. We all need to take responsibility and that is why we need discussions like these on campus, coz sexual violence is happening on our doorsteps and we need to stop it."* **[Alvin, third-year Engineering student]**

My observations reflected how the workshops made participants reflect on men's behaviour and they started to recognise how powerful men were easily forgiven or even valorised (how a culture 'hero worships' a person) for their abusive behaviours. Thabo and Dzimba shared their stories:

*"By attending these discussions and workshops I have made the conclusion that men in my community who were seen as role models and heroes actually got away with murder coz they actually just messed up! Some of them are still there ... still messing up. When I was growing up as a boy, it [messing up] was seen as right, just a man's way of doing things, but I realised that it was actually not okay for men to behave like that."* **[Thabo, second-year Computer Science student]**

*"I think discussions like these are important and I think we not only learn from these but we can act on what we learn and tell other guys about this. Like ... I was sharing with friends about this dialogue on Facebook."* **[Dzimba, second-year Law student]**

Furthermore, my observations during workshop 2 yielded data that indicated how participants started to position themselves and their role as men within the sexual violence prevention agenda. I observed that as the workshop activities unfolded and participants' discussions around certain statements were unpacked, there was a shift in their responses to cases presented in the workshop. Somehow this shift signaled participants approaching a turning point, which indicated a shift, not only for the participants in terms of their own values and belief systems, but also for this adaptation process.

Lukanya, who was a committed participant and attended all the sessions, was very vocal and comfortable in the group, despite his homosexuality and the dominant heterosexual group. What stood out for me was that his views were accepted and there was no retaliation from the other participants. This made me realise that although the workshops were conducted in a

positive environment with mostly heterosexual men, the issue of homosexuality was significant in sexual violence.

Observation data from workshop 3, suggested that the dose received was reflected in participants' responses to this workshop, i.e. the content of the discussions within the sessions grew more intense compared to the first session. For example, the session on *Defining Rape* was a session with many silences, where participants appeared to spend more time thinking about their responses, clearly showing deeper struggles with their own values and beliefs in relation to their sexual conduct. My observations were confirmed by participants' reflections, discussed in detail in Part 2 of this chapter.

Dose received demonstrated how facilitators imparted knowledge to participants. These were illuminated through their weekly reflections, i.e. this was a good way for me to assess how much of the content and experience of the workshop they had received. There was a notion from participants that they started to realise how "real" the issue of sexual violence was by looking more inwardly to themselves and questioning themselves by asking the question: **"Does that mean I could be a rapist"?** This session and the responses from participants confirmed the turning point in this research process.

Participants started referring to the workshop sessions as **"the dialogue"**. We were halfway through the adapted One Man Can Intervention and from where we started to the end of this session, I observed that participants had shifted from gaining and wanting to know more generally about sexual violence, to reflecting on their own personal experiences of sexual violence and what their role could be in preventing sexual violence. Although the session ended and the participants enjoyed the refreshments, they continued the dialogue as they left the venue, asking themselves **"could I have been a rapist"?** The discussion on rape in workshop 3 is discussed in detail in chapter 4, page 118-121.

In workshop 4 where we discussed '*Courage by degree*', findings demonstrated a shift towards prevention, for example as bystanders. The discussion was dominated by what they could do if they encountered sexual violence, thus demonstrating their growth throughout this adaptation process.

Workshop 5 was the last workshop on *Healthy and unhealthy relationships*'. Participants had completed the intervention and experienced the adaptation process.

## 5.2.6 Recruitment

The recruitment process was discussed in detail in Chapter 3, page 70-71.

### **5.3 Part 2: Participants' reflections on the process of adaptation and implementation**

A critical process that emerged in this study was participants' reflection and their own process of change, where they realised how critical sexual violence prevention was, not only within their student residences but within the larger society. Participants felt they had a very important role to play within the sexual violence prevention agenda, which led them to the professionalisation stage of the community readiness model, i.e taking ownership of the issue of sexual violence prevention. By publicly declaring their ownership, they named the new adapted intervention ***“Men With Conscience for preventing sexual violence and a better future”***.

The data presented in this part were extracted from the field notes, participants' weekly reflections after each of the sessions from the pre-adapted FGD, the five workshops, the post-workshop FGD and my own reflections. The quotes used to illustrate emerging themes were extracted from participants' written weekly reflections. To maintain the privacy and confidentiality of participants, no names were written on the reflection sheets, hence no reference to names is made in this part.

Although it may be perceived that the data collected from the reflections overlap with the data from the workshops, and could be seen as duplication or repetition, the data from reflections were anonymous and provide a good source of triangulation. Six main themes developed from participants' reflections: ***“setting the scene”***, ***“enabling environment”***, ***“what does it mean to be a man”***, ***“rape is real”***, ***“a turning point”*** and ***“men with a conscience care about sexual violence prevention”***. These themes are presented in detail below.

#### **5.3.1 Pre-adapted One Man Can Intervention FGD**

The central theme that emerged from the pre-adapted FGD was “**setting the scene**” with two sub-themes, “**getting to know about sexual violence**” and “**locating men within the sexual violence agenda**” (see Table 15 in Appendix O).

#### **5.3.1.1 Getting to know about sexual violence**

My first impression of participants’ reflections was their eagerness and curiosity to know more about sexual violence, but also how honest they were about their ignorance and lack of knowledge about the issues related to sexual violence. They reflected on how much they’ve learned during this session and that they did not feel judged about what they knew or did not know about sexual violence. Confirmation of this was found in the following quotes:

*“I gained insights into people’s opinions and views around sexual violence that I didn’t even think of before”*

*“Today I learned that there are many factors that can contribute to sexual violence, factors I never thought even had anything to do with sexual violence”*

*“This session made me realise how little I knew about sexual violence and that the varying opinions people have could be a factor in many daily decisions”*

*“I enjoyed how the guys interacted with each other and were not shy about how little they actually knew about such an important topic. There was no judging and that for me facilitates a broader form of learning”*

*“I was truly challenged today by the fact that there is so much happening around me that could be sexual violence and I’m not even aware of it. Today’s session really opened my eyes to pay attention to the world I’m living in”*

#### **5.3.1.2 Locating men within the sexual violence agenda**

In their discovery and trying to understand sexual violence more, participants reflected on their position as men by situating themselves within the sexual violence agenda. Their role in preventing sexual violence within student residences was also noted. Their need to become the change agents and to positively impact other young men in residence about how to conduct themselves towards women, was shared. Participants articulated their willingness to engage in a process of preventing sexual violence in student residences through their leadership positions, and this indicated their commitment to prevention of sexual violence on campus as student leaders.

In my own reflections I felt participants demonstrated their ease and comfort during workshops and felt it was a safe space. This is one of the key principles of the interactive nature of the One Man Can Intervention. The workshops were conducted in a familiar environment, which remained stable throughout the data collection period. The following quotes extracted from their reflections support this observation:

*“I think an open discussion such as this one today allows for views and opinions to be shared in a space whereby we are challenged to think more critically around these issues of sexual violence. Some very important contextual issues were raised today that made me think about what am I doing to prevent sexual violence here on campus, because it is happening, under our noses!”*

*“I think we need more discussions like today because it made me realise that actually, men have a role to play in preventing sexual violence. When Tania came to talk to us about this research project I wasn't really convinced that a bunch of guys could prevent sexual violence, but after today's discussion and seeing how the guys shared their views made me think differently.”*

*“As a student leader I feel I am in a powerful position to make a difference in res. I know of student leaders who sexually violated girls just because they were in that position of leadership, but we can use our leadership positions in a positive way and prevent sexual violence from happening”*

### **5.3.2 Workshop 1**

One central theme that emerged from the reflections after workshop 1 was an **“enabling environment”**, which presented two sub-themes, **“we were challenged”** and **“a comfortable space”**. At the start of this research process, participants spoke about the environment and how it created a space where they were able to openly and comfortably share their views and opinions without feeling judged or ridiculed. The environment presented a very important factor throughout this study. Contained within this **“enabling environment”** were the participants themselves or “self”, i.e. their experiences of the adaptation process as well as themselves engaging within “a comfortable space” (see Table 16 in Appendix O).

#### **5.3.2.1 We were challenged**

Participants reflected on how they were challenged to think more critically and this demonstrated the intervention meeting its objectives. They also realised how easily one's opinions may be influenced by others, particularly in relation to sexual violence. Issues around society in relation to the underlying problems of sexual violence surfaced. Reflections further

suggested participants' learning experience on a phenomenon they had not really engaged with prior to participation in the intervention adaptation process, for example:

*"Today's session showed me what values I have and how they might differ from someone else. It also showed me that one opinion may not be the best and that certain factors change someone's opinion".*

*"This was an opportunity for me to learn and my own perceptions on both men and women in society were challenged. It was very nice and interesting"*

*"The content tackled today revealed questions that society has been struggling with and it's the type of questions that could be used to engage more people and find underlying problems with sexual violence"*

*"I learned that people believe strongly in certain opinions and gave good insights, e.g. I said that men think sex is more important, but someone gave insight into my opinion and said that it is different for what you classify important as"*

*"I was truly challenged today in terms of expressing why I felt a certain way. It seems like I have made opinions without substantiating why"*

*"The interaction was good as I often had to think critically about my opinions on various topics"*

### **5.3.2.2 A comfortable space**

Participants reflected on how the workshop sessions provided a space in which the young men openly engaged in discussion, i.e. where they were able to 'agree to disagree' and articulated how safe they felt in doing so. This is significant because a comfortable space was experienced at the outset of this process, thus encouraging engagement and active participation. Another important point that was highlighted by participants was the structure of the environment and how that structure enabled comfortable engagement and discussion. Extracts from their reflections support this:

*"I think this session was run in a way that everyone's opinions mattered and [they] were able to share it"*

*"Everyone shared their opinions, involvement was good and the facilitators didn't force their opinions, which made it even nicer to share issues"*

*“The issue of sexual violence is a very tough one, but in this session today I felt comfortable sharing my views on things, even though I didn’t agree with some it was okay”*

*“Facilitators in this research were understanding and mediated disagreements well. More young men need to engage in these sort of dialogues”*

*“Everything was very organised and when a person walked into the venue you feel like you belong there. This was one of the best run workshops I’ve been involved in and I think our university needs this kind of organised events”*

The organised structure of the sessions and comfortable space each week was one aspect participants highlighted in their post-workshop reflections. This highlighted a very significant research principle to me, on how important structure and containment were for this research process and to ensure quality data from each session. From this observation, structure and containment within the research environment present two very important elements in retaining participants in process evaluation studies.

### **5.3.3 Workshop 2**

One dominant theme emerged from this workshop, **“What does it mean to be a man?”** with two sub-themes, **“we should just be ourselves as human beings”** and **“society’s influence on sexual violence”**. Reflections suggested participants’ level of engagement in the discourse of sexual violence and introspection into their behaviour as men in preventing sexual violence, which seems to be a recurring theme, because it emerged in the pre-adapted One Man Can Intervention FGD. Following the second workshop session, there seems to be evidence on how participants question themselves as men and what they thought it meant to be a man (see Table 17 in Appendix O).

#### **5.3.3.1 We should just be ourselves as human beings**

Reflections demonstrated how participants’ own views on what it meant to be a man were influenced and often changed by others. The notion of engaging in discussion and sharing different opinions and perspectives on sexual violence helped participants reflect on themselves, and how their views had or had not impacted their behaviour. Hence the workshop discussions enabled them to reflect and somehow understand their own value as men in preventing sexual violence. In their reflections some participants again, as in previous workshops, related their experiences at a more personal level, i.e. on how they were *“impacted”* and what attending the workshops meant to them. Examples from extracts reflect this:

*“I realized that there was this perception by others on the certain features that you as a man must have to be seen as ‘normal’ which may not necessarily be normal for you as the man? This is how we as guys/men get influenced that we should behave in a certain way, yet we should just be ourselves as human beings. Why can’t a guy be a virgin and it be okay? Why then must a guy have sex to show he’s a ‘real man?’”*

*“Today I got to hear what people think it is to be a man. The session today was mind opening, because it made me feel I am contributing to society by helping prevent sexual violence. My own views were definitely impacted and I can see how discussions such as this can influence a person’s views”*

*“Since the last session, my own views on sexual violence have definitely changed, because coming from an upper middle class family I realised that I had a ‘one-sided’ view on life, especially sexual violence. I always believed it happens out there, meanwhile it’s happening under our noses”*

*“This session was a building block for me because I got to listen to other people’s views and opinions and I realised that my opinion was not the only one, but that there was always another side to an issue. It made me to evaluate myself and my views on sexual violence”*

### **5.3.3.2 Society’s influence on sexual violence**

The influence of society and society’s expectations of men in relation to sexual behaviour and conduct emerged very strongly each week in the workshops, as discussed in Chapter 4. Here is another example of triangulation of the data. Societal influences filtered through in participants’ reflections as well. Participants’ reflections demonstrated their consistent questioning of how society imposed views on sexual violence. The following are some of the reflections shared by participants:

*“It was interesting to see how different we can be in our thinking even though we are all men and are subjected to the same societal norms and pressures. I grew up believing that sex is a man’s right, but I realised now that it’s not the case”*

*“... because society tells the man to have sex with a woman, to demand it if it’s your partner because it’s your right as a man. Then if you do it you get blamed and seen as the bad guy. I think society needs to be called to book, honestly!”*

*“This session was such an eye opener to me because I saw how society’s views actually influence me. Sometimes I do things not because I want to do it, but because I tell myself*

*'Hey ... how is it going to look if you don't?', etc. so I do it, e.g. I told the guys that I had sex with so many girls, meanwhile I am still a virgin. Yet I feel if I tell them the truth they gonna make fun of me, especially me being a Xhosa man and it should not be like that"*

### **5.3.4 Workshop 3**

Participants' reflections demonstrated a shift towards **"rape is real"**, which became the dominant theme. Each week reflections showed how much participants have learned from each workshop and after the third workshop the content of their reflections seemed to have taken on much more depth than the previous three weeks. There was a progression from the 'unknown' to 'self' to 'others'. Two main themes developed, **"reflecting on self"** and **"I have learned so much"** (see Table 18 in Appendix O).

#### **5.3.4.1 Reflecting on self**

Although participants were preoccupied by the year ahead, exam demands and possibly whether they would pass to the next year (or graduate in some cases), and possibly having to make very important decisions about their career paths, they found attending the workshops **"interactive"**, **"relaxing"**, **"enjoyable"** and a **"great experience"**. Their reflections suggest that they have also given thought to their role within the sexual violence prevention agenda. After four sessions of debate and discussion, they realised they had an important role to play in preventing sexual violence. Perhaps this was something they haven't thought about in the past. In considering the university calendar, participants were able to reflect not only on their academic future and professional careers, but also on their position as student leaders who could make a difference:

*"It was interactive learning and I know I have room for learning on the subject of sexual violence. I am glad I came to these workshops because I can use what I have learned here even in my profession as medical doctor"*

*"It was very interesting to hear people's comments on the issues raised. The sessions are **enjoyable and relaxing somehow, especially with exam stress** and all that it's nice to come here on a Sunday afternoon. Good company and great food!"*

*"We are busy with tests and lots of assignments, but coming to these workshops have been a very nice way to take my mind off study pressure. Besides, I have learned so much and I can definitely apply this to my life in future"*

*"I look forward to this group every week. Even though I have so much on my plate as far as assignments and deadlines are concerned because I am hoping to graduate this year, but this was a great experience. That session on rape really helped me!"*

#### **5.3.4.2 I have learned so much**

Reflections indicated a very strong sense that participants were enlightened by the session on 'Defining rape' and many of their uncertainties around consent to sex were illuminated. Participants not only demonstrated how much they have learned from the sessions thus far, but also that they have learned and have been challenged to do things differently when it comes to sexual behaviour, for example to be clear about gaining permission to have sex.

Many participants indicated that they felt they could perhaps have also been perpetrators of rape without them even realising it, and that the session made the difference between knowing and not knowing. One other important issue that was raised by the one gay participant was the fact that sexual violence is often perceived as a heterosexual act committed between a man and a woman, but that consideration should be given to the fact that it can happen between two men too:

*"Defining rape and clarification of the act [rape] was a good educational opportunity for me. It showed me how perception is skewed toward the favour of women also. A scenario was given to us where a male was not aware of having sex with a woman who took advantage of him, but the situation was not perceived as the man was taken advantage of. It's always the women who are the victims, what about men? Men are always seen as the perpetrators"*

*"This session today illustrated to me that rape is not understandable if it's not heterosexual"*

*"Today was an eye opener. Discussing the law in relation to rape helped clarify a very complex issue and forced me to think critically. I think I can speak for other guys here today who also had to really think very carefully, because the scenarios were about real-life issues that happen every day"*

*"I've learnt that there is more to rape than just sex without consent"*

*"Rape is real and it happens in contexts that you never expect. I was challenged to be intentional with consenting"*

### 5.3.5 Workshop 4

Participants' reflections after the fourth workshop suggested **“a turning point”**. The turning point at this stage of the research process demonstrated that participants realised their own role in preventing sexual violence. They called themselves to be accountable for their actions and to take responsibility in preventing sexual violence instead of blaming women as provocative beings. With this turning point, participants reflected that **“we have a role to play in preventing sexual violence”**, **“a call to be accountable as men”** and **“we can make a difference”** (see Table 19 in Appendix O).

#### 5.3.5.1 **We have a role to play**

In their reflections participants reflected their realisation that they had a role to play in preventing sexual violence. By preventing sexual violence they felt they could add value to society and share the knowledge they've gained in a constructive and meaningful way, thus affirming the role they have to play in preventing sexual violence:

*“As a man, I have a lot to do to prevent sexual violence”*

*“I have a huge role to play as a man since my voice can be heard. I can stand up against some of the actions and thoughts that perpetuate the violence and stop it”*

*“The issue that made me reflect on my role in prevention of sexual violence is how they are intertwined with my background which made me realise some things have to change”*

*“We are the primary protectors of this. I think it's up to me to educate or raise awareness to fellow guys”*

*“I have to voice my opinions and stand up against sexual violence, because my fellow male compatriots are the ones who are doing this violence”.*

*“Things were raised here that I never thought of in my life, e.g. I have a role in bystander intervention. I didn't know that word until now!”*

#### 5.3.5.2 **A call to be accountable as men**

By being accountable, participants reflected that men should not only take responsibility for their actions in sexual violence perpetration, but more importantly prevent sexual violence from happening in the first place:

*“I reflected on my how my own thoughts and perceptions perpetuate some stereotypes”*  
*“I may be someone who has conducted sexual violence/harassment but been unaware of it”.*

*“As a man I have a lot to do to prevent sexual harassment and also teach others about it”*

*“Before this workshop period, I was not enlightened regarding sexual violence. Furthermore it has made me more responsible and will make defending situations easier”*

*“It is high time men became accountable for their actions”*

*“If a man understands that violence does not make you a bigger person, then violence could have a significant drop”*

### **5.3.5.3 We can make a difference**

By being accountable, participants reflected on how men could make a difference in the university structures by helping to prevent sexual violence. They highlighted the difference they could make as student leaders in educating their peers:

*“Stand up to disrespectful attitudes towards women, among friends and peers”*

*“I can make a difference because I cannot keep the knowledge I attained here inside my head”*

*“In most cases the leaders/decision-makers are men, hence they can make a big difference in preventing sexual violence”*

*“By making people aware of sexual violence and hearing what they understand about it, I can help prevent violence where I know of it occurring”*

*“The workshops were a very valuable experience and I learned so much, it was life changing for me, especially the part of consent to sex”.*

### **5.3.6 Workshop 5**

**“Men with a conscience care about sexual violence prevention”** emerged as a dominant theme from participants’ reflections following the fifth and final workshop, with two sub-themes: **“learning to listen”** and **“a platform to share”**. Participants reflected on their own realisation that others’ views and opinions can influence one’s own values system, not necessarily in a negative way, but in a positive way too and that there was a definite need for men to engage. They related how men could engage with one another in dialogue around

sexual violence prevention, where men's attitudes and behaviour could be influenced positively (see Table 20 in Appendix O).

#### **5.3.6.1 Learning to “listen”**

Throughout the sessions, participants demonstrated how they had learned from each other. However, the learning became significant when they made the link between learning from each other and learning to “**listen**” to each other. This stood out for me as a very important shift, because it demonstrated how much participants had grown since the start of the workshop sessions. I also observed that the responses and answers to the questions in the reflections became more thoughtful and insightful:

*“I had a lot to learn about the health of a relationship, what it is and that the relationship is subjected to the people in the relationship. One person may influence the other person to do something against his/her will and even values, e.g. let's say I want sex but the other person may say “yes” just to please me. I have learned that I have to “**listen**” to what the other person is not saying”*

*“These sessions made me realise that I need to do some serious reflection regarding my personal life and my interactions with girls who I could be in a relationship with”*

*“This session on relationships was valuable for me to see other's perspectives. It was a good way to analyse unhealthy traits of a relationship. By engaging in these discussions, I was able to see where I can learn”.*

*“I gained a lot from attending these workshops, because it opened up my perspective on how sexual violence is viewed, e.g. certain things in a relationship that was not perceived as sexual violence”.*

*“We can influence each other as friends in a positive way”.*

#### **5.3.6.2 A platform to share**

A recurring theme in the workshop sessions was that participants recognised their need to engage in a comfortable, safe space to share about sexual violence prevention. Participants' reflections supported this need for a space where men could engage “**freely**” and “**interact with other guys**”.

*“These workshops were a platform for us as guys to share and learn from each other. The different opinions and values that we share or disagree on was learning for me”*

*“I believe that having a session where men are allowed to speak freely is essential in nation building. Men with a conscience share about sexual violence prevention for a better future”*

*“Through this dialogue and interactions with other guys, I now know what is acceptable/unacceptable regarding sexual violence and also know of some strategies regarding the prevention of sexual violence”.*

*“What stood out for me was the mutual respect amongst us guys, even if we didn’t agree with each other”*

*“These sessions really opened my eyes to a lot of my own stereotypes around sexual violence and how men should respect women, no matter what they wear, even if they had too much to drink. There is no justification for rape!”*

### **5.3.7 My own reflections**

Evident from participants’ reflections on the entire process, it was clear that they have not only learned about sexual violence, but they were positively influenced. Change was evident personally, i.e. at an individual level. Their reflections demonstrated that their questions were answered, new insights were gained, learning and sharing with peers took place with a turning point where, they realised their own value and worth in prevention of sexual violence not only within student residences, but within the larger society. I witnessed young men grow from having “limited knowledge” to “more knowledge” and their willingness to make a difference in society. To me, this reflected an empowering process unfolding. The highlight for me in this entire journey was the turning point in the lives of young men and their identification with a new intervention, which they have contributed towards in a meaningful way.

Participants’ reflections were consistent with the content of the workshops. Participants valued each other and the different opinions and views that were raised were valued for what they were. Reflections clearly indicated how much value participants placed not only on the discussions, but on the learning that happened from each other, i.e. that each person was valuable and each person’s opinion mattered in this dialogue.

### **5.4 Conclusions**

The findings presented in this chapter assisted in our understanding of the adaptation and implementation process and how participants were positively influenced by the workshop

sessions. The framework provided by the process evaluation assisted in this understanding. Although some elements of the process evaluation were applied in a limited way, other elements yielded data which provided substantial evidence of the impact of the adapted intervention.

Throughout this chapter participants' growth and learning were reflected as reaching a turning point where they realised their own role in prevention of sexual violence. This chapter signalled not only a growth process for participants, but for me as the researcher as well. Evidence of how the Men With Conscience intervention aligns itself to the theory of change and the community readiness model is also reflected in this chapter.

The next chapter will conclude the findings of this study by presenting the findings six months after the workshop sessions were conducted.

## **Chapter 6: Findings six months' post intervention – evidence of impact and personal growth**

### **6.1 Introduction**

This chapter presents the findings on the data collected six months after the intervention was concluded. Semi-structured interviews were conducted with five participants to explore and describe qualitatively the impact of the intervention on the different spheres of their lives. These findings strongly reflected the impact of the intervention and how participants have grown. Six important areas of influence, change and growth were identified as follows: (see also Figure 6 below):

- 1. Growth at a cognitive level***
- 2. Growth in relation to family and friends***
- 3. Growth in intimate relationships***
- 4. Taking on the role as bystander***
- 5. Sharing sexual violence prevention on social media***
- 6. Engaging with the prevention intervention***



Figure 5: Outcomes of the Men With Conscience model

Four of the five participants participated in all five workshops and the fifth participant had participated in four workshops. The semi-structured interviews were the last data collected for this study and addressed the last objective of the study: ***“Describe participants’ perceptions and experiences of sexual violence six months after the last workshop”***.

This chapter concludes with a summary and synthesis of all of the findings.

## 6.2 Growth at a cognitive level: *“we don’t want to face up to it coz it’s so scary”*

The findings from all five participants showed a recurring and consistent theme of change in perception of sexual violence, i.e. change at a cognitive level. Participants used terms such as “the workshop really impacted me”.

*“These workshops really impacted me a lot ... uhm ... it [the workshops] definitely affected the way I started to bring up the issue of sexual violence at res”*

Dzimba showed evidence of cognitive change when he was able to look at language critically and how it is an extension of sexual violence and evidence of perceptual change, in the following quote:

*“Afterwards we had a very interesting conversation, because **the names we call women**, many guys think its micro, but **there is a lot more behind calling someone a ‘bitch’**.” [Dzimba, second-year Law student]*

Participants acknowledged that engaging in dialogues on sexual violence in general would take time, but that these dialogues were important in prevention of sexual violence. They acknowledged the fact that *“we don’t want to face up to it coz it’s so scary”*, but that through sharing ideas and thoughts, it “will help make sexual violence a less scary issue to engage with”:

*“I was thinking about this whole issue of sexual violence and i was chatting to a few guys in res after the workshops, even my brothers at home, that when we hear about how sexual violence is a reality in our society, that maybe we don’t want to face up to it coz it’s so scary ... coz it can happen to anyone. I think if we as leaders can share our ideas and thoughts with others, like we did in the workshops ... I think that will help make sexual violence a less scary issue to engage with”.* [Sitole, second-year Law student]

Sitole articulated a step towards change, although slight. However, this presents a change in his perception and behaviour, which is a critical outcome in a prevention intervention on sexual violence. Sifiso showed how he had been thinking about his past behaviour.

*“The way I see it and from what I’ve learned in the sessions, I feel the one important thing in prevention of sexual violence is for us as men to talk about it. For me that is a good start. I think it’s ... I mean sexual violence is something that not many people are comfortable talking about, but I think it’s something we need to sit down together as men and talk about”* [Sifiso, third-year Business Management student]

Sitole showed how learning what sexual violence is happened during the workshops and how scary it was for them to learn.

*“I am now more aware of what sexual violence is. I used to have ideas about it, but I didn’t really pay attention to certain things like you have to be 100% sure that the girl agreed to have sex and not assume she’s okay with having sex when you want to, like that guy who said ‘I carried on until she stopped saying no’. Before I would like go with that, but yoh ... after that workshop on rape ... yoh ... I got a fright”* [Sitole, second-year Law student]

Sifiso shared how the workshop influenced him in “a positive way”. He reflected on his own behaviour in relation to his sexual conduct and how he was being more careful in the way he

approaches women. He demonstrates evidence of cognition as he thinks about past behaviour:

*"I think it [the workshops] impacted me in a positive way but it also made me reflect on my own behaviour especially in the past towards women. Certain things I did wrong or that I had done wrong ... uhm ... in previous engagements with women I would just act in a certain way without thinking about the impact, e.g. if I buy a girl a drink, that would be my ticket to get into the sack [have sex] with her. Now, I have become more cautious and careful in my conduct"*

**[Sifiso, third-year Business Science student]**

Morgan demonstrated an impact at cognitive level when he articulated how prevention of sexual violence was about "doing the right thing" and "respect". He shows how he has engaged in thought:

*"In a way ... uhm ... the way I see it, is that this whole sexual violence thing and consent to sex has become an issue of what is right and what is wrong. I almost want to say that there is no in between or no grey area as we like to say. For me it has become what is the right thing to do and it's about respect"*

It is clear that the intervention assisted in participants' learning about sexual violence, which resulted in a change in perceptions and confidence in talking about sexual violence.

**6.3 Growth in relation to family and friends:** *"engaging in conversations with loved ones more freely"*

Many of the participants related how change occurred at the level of their interaction with family and friends. Morgan shared how the workshop provided him with the skills to engage in conversations on sexual violence. He shared how one could use opportunities to have conversations about sexual violence with other men in places or spaces where it felt safe to do so. The fact that he felt "this is a good way to get guys thinking about sexual violence" demonstrated his commitment to prevention by engaging men. Morgan shared what he learned in the workshops with his immediate peer group. This provides evidence on how the workshops provided the capacity and skill to initiate these conversations:

*"I'm sharing a house with eight guys this year and we often have conversations about sexual violence from what I have learned in the workshops, so it's very important I think, to talk and have conversations about sexual violence not only in res but in spaces"*

*such as your home or where you live, where you feel safe to talk. I think this is a good way to get guys thinking about sexual violence". [Morgan, third-year Commerce student]*

Dzimba and Posiso related how they shared what they have learned from the workshops with family and friends:

*"Uhhm ... I think I got to a stage where I had to realise and accept that sexual violence is a reality and that it is happening around us, even that it can happen to anyone. So the way the workshops impacted my relationships with close friends or family is that **I am talking more openly about it** than I would do in the past. Sexual violence in my culture is not really spoken about, but my family is very open-minded so I guess it's easier for me to talk to them. The nice thing is that **they actually found what I had to say very informative and valuable**, so for me it was more about **engaging in conversations with loved ones more freely**, rather than anything else. Attending the workshops definitely helped me do that, because seeing other guys open up and talk so openly was nice." [Dzimba, second-year Law student]*

*"... like many of my **close friends** are here on campus with me in res, so **we like talk about the workshops** and that. Dzimba is a close friend of mine and I mean he was also part of this intervention, so I wouldn't say the intervention impacted that part of my personal life much, because the guys were aware of this thing ... uhh ... but **for my family I have been sharing with them ...**" [Posiso, third-year Medical student]*

In relation to sharing ideas and thoughts with family and friends, Sifiso suggested that it would be important to make time to talk about how to prevent sexual violence:

*"The one important take home message for me in this whole experience was that we need to 'talk' about sexual violence. **Having conversations on what sexual violence is** and how we can prevent it was the one thing I felt we as guys could do. The workshops proved that point for me. **I've even been talking to my family about this during the holidays and how serious the problem of sexual violence actually is**". [Sifiso, third-year Business Science student]*

#### **6.4 Growth in intimate relationships: "getting consent was really a wake-up call"**

Participants showed clear change in how they viewed sexual interaction with girlfriends and consent was a recurring theme. They reflected on how they experienced a "wake-up call" when they realised how important it is to get a clear 'yes' before having sex, even in a serious relationship. Dzimba demonstrates how his behaviour changed in relation to sexual relations and sexual communication:

*“I speak for myself, but I think I also speak for the other guys coz the whole issue of getting consent was really a **wake-up call**. It made me realise how much guys actually take for granted. As a guy, you think if the girl goes out with you a few times that you like have an in ... I mean that you can score or have sex, no questions asked right? ... but the actual reality is that you need to get the ‘yes’ ... you must actually hear the woman say ‘yes’ we can have sex, even if you live with the woman or if you guys are serious. That for me was really an important issue”* [Dzimba, second-year Law student]

Evidence of gender transformative changes emerged when Morgan articulated how “women needed to be taken more seriously” and should be heard. Learning and understanding about sexual consent was important, together with the unlearning of previously held beliefs which were normally endorsed by those around him:

*“I had an idea about sex and consent, but after we did the session on the law and what rape actually is, I realised that for a guy it is important to get permission from a woman to have sex and not just assume that she is keen. She may just be a very nice person and then you as a guy think she’s asking for sex ... that is an assumption that so many guys make. So by asking her if she is keen to have sex with you is not only respectful, but it is the right thing because you are getting her permission too. I have learned **that women needed to be taken more seriously**”* [Morgan, third-year Commerce student]

Like Morgan, Sifiso showed gender transformative changes as well as cognitive changes:

*“Like I said earlier, I have kinda reflected on my behavior towards women and my conduct in the past ... so the one thing for me is that men should just hear what the woman is saying, instead of responding to our hormones”*

[Sifiso, third-year Business Science student]

Morgan felt that listening to a woman also meant respect for that woman, which could be a starting point in preventing sexual violence. Morgan repeats the word “respect” showing how important it is in a relationship:

*“By hearing the woman’s voice when she says ‘no’ or even ‘yes’ means I as a man show respect and I think that is how we can prevent sexual violence. We don’t think of it like that, but I realised that is where prevention actually starts, to **respect**”*

[Morgan, third-year Commerce student]

Posiso articulated how he was being more careful in his conduct towards women and sexual violence and even related it to his medical profession:

*“Sexual violence is something that you have to take seriously ... it’s like ... something you have to think about every time you go on a date with a woman. I have definitely become more aware of my behavior and I am definitely more careful about how I go about things with women. I think even for me who is studying medicine, that I will be more aware of how I deal with female patients ... like you don’t think about it as a doctor, but sexual violence can even happen between patient and doctor too, so one has to be so careful nowadays”*

**[Posiso, third-year Medical student]**

**6.5 Taking on the role as bystander:** *“I am now a lot more empowered to deal with the gender attention that students are challenged with”*

Sitole and Posiso felt that there was a need on campus for student leaders to take the lead in prevention of sexual violence. According to them, taking the lead will not only make others aware, but will be a way to help prevent sexual violence from happening in residences and around campus:

*“After I attended the workshops, I realised how much we needed to start ... like discussion groups or like a sexual violence forum on campus where we as young men can talk about how we can strategise on how to prevent sexual violence from happening”* **[Sitole, second-year Law student]**

*“The way I see it is that sexual violence can be prevented if we all play our part, men and women, but I think men play an important role in this and I also think as student leaders we can set the example for others. I also believe what we need here on campus is like an interest group for sexual violence ... I mean like a space where we can discuss issues around sexual violence and how these issues can be addressed”.* **[Posiso, third-year Medical student]**

These participants showed that they have been thinking about ways of preventing sexual violence after they attended the workshops. The positive influence of the workshops was reflected and participants felt they needed to extend their experience and knowledge to others.

Dzimba shared an incident that happened after the workshop sessions. He demonstrated how he had confidence to correct others who are abusive towards women and how he felt “empowered” to intervene. He also showed evidence of cognitive change:

*“I am now lot more empowered to deal with the gender attention that students are challenged with. Maybe just a simple example: the other night some guy called a girl a ‘bitch’, so I asked him ‘What’s up?’. He was like ‘So she came to my room, now she’s leaving. So I’m like ‘You know, maybe if you listened to her choice first then you could understand? Maybe she was not in the mood for anything?’”*

**[Dzimba, second-year Law student]**

Morgan shared how his behaviour had changed by doing something he would not have done previously:

*“Alvin and I went out with a few friends to a party this one evening back at home in Johannesburg ... there were these girls, who drank with the guys and getting drunk. Then one of my friends was watching this one girl and told us he was going to have sex with that girl at the party coz she seemed very willing. So I asked him what he meant by ‘very willing’ ... then he said well the way she was dressed and the way she was behaving she was looking for a good time. So I told him about rape what we learned about the law and that he didn’t have a right to assume she was willing or even take advantage of her. So afterwards Alvin and I chatted about this and we said this is how we need to stand up for what we see other guys do against women in a sexually harassing way”.*

**[Morgan, third-year Commerce student]**

Morgan demonstrated how the workshops influenced him and how he stood up against sexual violation against women. Although Alvin was not interviewed, he attended the workshops with Morgan and was able to support Morgan in taking a stand against sexual violence.

The findings also indicate a level of assertiveness from participants, i.e. that they were able to use the knowledge and insights gained from the workshops to assert their stance on sexual violence prevention in their interactions with friends.

Dzimba’s responses indicated evidence on how he used his skills gained from attending the workshop sessions on two occasions to intervene and “interrupt” an abusive situation:

*“Well ... I think there have been one or three cases where things happened where I was looking on from the outside ... like I remembered when we did the discussion on our role as **bystanders** and when we should **interrupt** a couple fighting and that sort of thing. I was exposed to a situation like that where a couple was fighting, and I approached the guy in a calm way to kinda chill. I think the way I approached him was calm rather than being aggro towards him and then I end up in a fight with the guy. Lucky for me the guy calmed down.”*

*"I wouldn't have intervened there or try to ask the guy about his behaviour had I not been part of this programme ... because of the programme I was equipped with ways of confronting the attention with more tact rather than a confrontation that could lead to a fight. That's why talking about issues is very important I feel"*

**[Dzimba, second-year Law student]**

Posiso had a similar experience in a public space, but he also demonstrates how his behaviour changed towards prevention with strangers in public spaces:

*"So while we were walking in the mall ... we saw these two guys talking and laughing in front of us, standing near the toilets as if they were going into the toilet. This one guy was flirting with the women as the women were going into female toilets. Then I said to him 'bhuti [brother] what you are doing is not okay. What are you hoping to achieve by doing this?' He looked at me then his friend said 'Yes, tell him cos I told him that's sexual harrasment'. Then I told the guy 'yes, you're right it is sexual harrasment'. Then the guy who was flirting said to me: 'yeah bhuti, but how am I gonna get a woman?' ... then I told him 'Definitely not like that!'. He looked at me ... So at that point I realised how much men need to learn and how much I can do. Even while we were driving back to res we discussed how we should stop such abusive behaviour cos that guy was maybe never taught how to behave appropriately"*

**[Posiso, third-year Medical student]**

Participants present evidence that the university setting does not provide spaces for conversations around sexual violence or how to prevent such. The findings also reflect how participants perceived their role as men and how they needed to actively engage in taking the lead in sexual violence prevention, thus also reflecting their leadership skills.

### **6.6 Sharing sexual violence prevention on social media: "I think I am a rapist"**

The importance of conversation and sharing thoughts and ideas on how to prevent sexual violence also emerged, and how participants felt it was important to engage in conversation about sexual violence:

*"Yeah ... I'm trying to think, because I wouldn't say it was like major hosting meetings etc. around sexual violence prevention, but I have been talking to guys on a one-to-one level and **social media after the workshops**. I think maybe for me it will happen in time where I can actively do something or be part of something, but certainly in the sense where a student leader can identify potential dangers where guys take drunk girls to their rooms I would intervene to get clarity on what is happening, if the girl is keen or not"*

**[Morgan, third-year Commerce student]**

“ ... and you must remember there’s also **social media that we used to share** what we’ve learned. I mean ... Dzimba posted on face book **“I think I am a rapist!”** There were also other guys from the workshop who posted stuff on facebook, so in that way I think there has been impact in relationships”. **[Posiso, third-year Medical student]**

“I think this experience we had in the workshops and how the guys responded, even on social media. I don’t know if Dzimba told you but we like shared on social media about these workshops and even in res in the dining hall after the workshops, so the other guys in res asked like now can’t we also come ...” **[Sitole, second-year Law student]**

In terms of prevention, Posiso felt that sharing about sexual violence was seen as “everybody’s business” and that more role players needed to be involved in prevention, for example the university management, academics and researchers:

“I think sexual violence is **everybody’s business** and other university staff should also attend these workshops, like the wardens and lecturers, even non-academic staff like the workers. I think this will be a good module to include in all degrees, because it applies to everyone. I am just not sure how though, because our programmes are already so full, but definitely there is a place for this kind of thing here on campus”. **[Posiso, third-year Medical student]**

#### **6.7 Engaging with the prevention intervention: “we felt free to talk about a difficult issue like sexual violence”**

Having engaged in discussions and reflecting on their experiences, suggests how participants have engaged with the process of adaptation and implementation of an intervention. To some attending the workshops presented a sense of pride, something they felt “proud” of:

“... yes I do see Men With Conscience very much as part of the university structure. I feel very **proud** that I could be part of this intervention that was why when you asked me to do this interview I said yes.” **[Morgan, third-year Commerce student]**

Posiso had a similar experience:

“I really **enjoyed the setting, the people** and the whole workshop and everything else was so **well organised** that made a person want to come. You were always **telling us what to expect, you were also friendly** and even the people who assisted you were always kind. I can’t lie, the food was great and I also looked forward to a nice cooked meal with dessert ...

[laughing] ... *but not just that, Rodney was very good with the guys and I think that space was what made me come back each week, come rain or sun ... [giggles]*".

**[Posiso, third-year Medical student]**

Morgan not only felt proud, but he felt the facilitators were "friendly" and "amazing" and the structure of the process was good:

*"I mean that when we arrived, you were always there, **friendly**, the sign-in register was ready for us to sign and we knew where to sign. The gifts you gave us every week were very useful and I am still using my water bottle for example, not that that was the reason why I came. There was just a nice vibe that you wanted to be in and the topics we discussed were relevant and interesting, very much what was happening in life. I felt the **facilitators, especially Rodney, were amazing**. He made me, and I can say this about the other guys too, that Rodney made us feel so **comfortable** and we felt free to talk about a difficult issue like sexual violence. I mean I didn't know much about sexual violence coming from an upper middle class family, but the sessions really opened my eyes to the reality of sexual violence"*.

**[Morgan, third-year Commerce student]**

Sifiso shared what attending the workshops meant:

*"Even when I spoke to the other guys who were also part of the workshops they also felt that **it was such a good thing for us to attend these sessions**"*.

**[Sifiso, third-year Business Science student]**

According to Posiso, despite a busy student life, he attended the workshops "*not to miss out*".

*"The fact that we had these workshops and the guys all attended without fail, that said a lot to me. I mean I was usually busy on a Sunday afternoon. It would be like my chill time or the time I use to prepare for Monday class or study, but I looked forward to attending the workshops. I remember this one particular day, when it was raining and I was late for the workshops coz the workshops always started on time, but I ran down from Kops [Kopano residence] to the Baxter **not to miss out**". **[Posiso, third-year Medical student]***

## **6.8 Conclusion**

This chapter presented the findings of this study as revealed six months after the intervention. It was clear how participants had grown in more than one sphere of their lives. The issue of consent was raised throughout the discussions in workshops, reflections and later during the interviews. The findings from the first focus group through to the last FGD reflect the following

key principles of the Men With Conscience intervention, which were recurring themes throughout this thesis (see Figure 21 below):



Figure 6: Principles of the Men With Conscience intervention

- 1) **prevention is possible;**
- 2) the importance of the **environment;**
- 3) **learning and critical thinking** happened; and so did
- 4) **reflection**, i.e. how participants reflected on themselves as well as the process of change.

A more detailed discussion of the findings will be presented in the next chapter.

## Chapter 7: Discussion

### 7.1 Introduction

This chapter presents a discussion on the main findings, specifically in relation to the **Men With Conscience** model and its key elements. This discussion shows how the Men With Conscience model converges with the recommendations from the literature on how to address the issue of sexual violence prevention in our universities. Further to this, the chapter focuses on how the Men With Conscience model aligns with the socio-ecological framework in terms of addressing risk and protective factors for sexual violence prevention in university contexts. This chapter also discusses how the adapted intervention is also aligned with the theory of change and the community readiness models in relation to young men's readiness to engage in prevention.

In addition, the chapter discusses the main findings in relation to the literature in order to present a collective argument. The chapter ends with an argument for the critical need to engage male university students in participatory prevention interventions which address issues around gender identity, masculinity, social norms and healthy relationships as a strategy to prevent sexual violence in universities. Lastly, the chapter discusses the study limitations.

### 7.2 Sexual violence in the university context

#### 7.2.1 Rape culture

An important element in locating sexual violence in the university context is the notion of 'rape culture' which has been associated with university life internationally for many decades (Mills & Granoff, 1992; Le Roux, 2016). This thesis demonstrated that the University of Cape Town is no exception. Longstanding university traditions in male student residences, such as "*getting your numbers up*" and related "*war cries*", have been identified as reinforcing the rape culture at this university, and this was confirmed repeatedly during the workshops, especially when discussing the orientation week. This notion is similar to the male fraternities found in developed settings, for example the USA (Armstrong, Hamilton & Sweeney, 2006) and Australia (Flood & Dyson, 2007).

The importance of my study was revealed when sexual violence within South African university settings dominated the media, including social media, in May 2016. There were reports of angry, mainly female students publicly protesting against widespread sexual violence on their campuses across the country. These frustrated and brave young women called upon the university management to be more serious about addressing sexual violence on campuses. These protests spread to most universities across the country. This was the first public protest from within South Africa, but many more international media reports have raised similar notions of rape culture, for example in the USA documentaries *Rape Culture* (Williams, 2007) and *The Hunting Ground* (Kirby, 2015). The availability of the Men With Conscience prevention intervention could not come at a more opportune time, with students themselves demanding responses to address sexual violence on their university campuses.

### **7.2.2 Important risk factors**

Although my study was not a prevalence or risk factor study, it does reflect how the Men With Conscience model addresses the risk factors identified in the socio-ecological framework in general. Furthermore, my study demonstrated the inter-relatedness of these different risk factors in relation to men's understanding of sexual violence and support Jewkes and colleagues (2002) who suggest an interconnection of associating and mediating factors. These authors discuss how the position of women is located at the core of the risk factors and masculinity and a violent society supportive of men's violence towards women.

At an individual level, alcohol abuse linked with peer pressure to perform sex (e.g. "getting your numbers up") was identified as a critical risk factor associated with sexual violence in the university setting. This is not surprising, as alcohol use is a well-known activity among young university students. I could locate no specific literature on alcohol and its link to sexual violence in universities in South Africa, but general population studies in South Africa found alcohol use to be an important risk factor increasing perpetration and victimisation in intimate partner relationships (Jewkes, Levin & Penn-Kekana, 2002; Abrahams, Jewkes, Laubsher & Hoffman, 2006).

However, strong associations have been reported from studies at Universities elsewhere showing how alcohol is directly related to sexual violence, especially date rape, for example in the USA (Lewis, Travea, & Fremouw, 2002; Mohler-Kuo, Dowdall, Koss & Wechsler, 2004; Abbey, et al., 2001), South America (Sierra, Quintanilla, Bermudez & Buela-Casal, 2009), Germany (Krahe & Berger, 2013) and New Zealand and Australia (Cashell-Smith, Connor & Kypri, 2007; Connor, Gray & Kypri, 2010). These findings present important implications for

prevention programmes to address issues around alcohol use and abuse in university settings. What gives strength and adds value to the Men With Conscience intervention is the comprehensive approach used that enables men to understand the role that alcohol plays in sexual violence.

Sexual coercion and the influence of peer pressure on sexual violence perpetration raised in this study, present important risk factors for young people in universities. Wood and colleagues conducted an ethnographic study on youth in the Eastern Cape to explore their understanding and practices of sexual coercion and rape in a township in this region (Wood, Lambert & Jewkes, 2007). Wood et al., (2007:295) found that similar acts of sexual activity are communicated in different ways by the youth in the study, for example persuasive talks to get the woman to say yes, i.e. “gender scripts” or using threats. In another sense, women may be sexually indebted to the man when there is the notion of transactional sex or exchange of material goods or resources, such as wine, money, and even “*exam passes*” (Wood et al., 2007:293). Although the population in this study were not university students, they were nonetheless university-aged young people, hence my comparison to this study.

### **7.3 Gender inequalities and masculinities**

Literature suggests that rape perpetration is gendered and understood in the context of male’s sexual entitlement and dominance over women (Jewkes et al., 2012; Jewkes et al., 2013; Heise & Fulu, 2014). In South Africa, male dominance is rooted in patriarchal structures inherited by our colonial past, our legacy of apartheid, and society’s acceptance thereof. Primary prevention interventions with men to reduce sexual violence, require us to address the notion of ‘*what does it mean to be a man?*’. The dominant masculinity in my study was related to sexual conquest and its importance in gaining peer status and development of self-esteem. The “sexual culture” referred to by Wood and colleagues (2007:295) was evident here.

In terms of their gender identity, participants defined what it meant to be a man as “*carer of women*”, “*man as a provider*” and “*man as heterosexual*”. These notions of manhood reflect male gender identity rooted in male dominance and being in charge of a woman, notions supported in the Ghanaian study (Adinkrah, 2011). Masculinity studies in relation to male dominance in intimate relationships have not been undertaken in many African countries and the Ghanaian study is one of few. A study in relation to male dominance and its connection to violence was conducted in South Africa by Morrell and colleagues (Morrell, Jewkes, Lindegger & Hamlall, 2013). My study reflects the social context in which these young men were raised, but also the conflict and struggles for them, for example, their views about social norms and

*“religion failing women”* by condoning forced sex in marriage as “men’s marital right” yet they were able to recognise the injustices committed (e.g. by religion, politics). This reflects the complexity of being a young man in 2016.

### **7.3.1 Society and cultural beliefs**

Society’s role in reinforcing sexual violence was highlighted in the workshop discussions, for example how religion failed women in relation to sexual consent and sexual autonomy. The latter resonates with the findings from a Ghanaian study on marital rape, in which attempts to criminalise marital rape were denied (Adinkrah, 2011). Contextually, women in Ghana occupy subordinate social status, i.e. they need to be submissive to their husbands in every aspect of their social lives. In Ghana husbands are seen as the providers of the family, the breadwinners, and women as the bearers and carers of children (Adinkrah, 2011). If a woman refuses sex to her husband, she can face persecution or death (Adinkrah, 2011). Ghana is an example where social values and cultural beliefs reinforce male dominance over women.

The study showed the importance of the need to address sexual violence at multiple levels and just working with young men in universities is a part of the multiple-level approach. Engaging religious and cultural leaders in discussion around women and gender equity is critical. Societal, religious and cultural values and beliefs emerged strongly in this study as influential in perpetration of sexual violence. (In my literature review I alluded to societal and cultural influence on sexual violence). In the university residence system longstanding traditions that reinforce men’s power to demean and devalue women can be addressed through the Men With Conscience intervention.

Historically, sexual socialisation in South Africa reflects two opposing discourses. The first view is embedded within the Christian faith, where sex is seen as a means to procreate within a marriage relationship and not meant for discussion with the youth. The second view contends that in the Black tradition sex is a normal, healthy, human behaviour, which is an essential part of every person’s life, young and old. In this view open discussion and communication is encouraged, unlike the first view (Delius & Glaser, 2002; Jewkes, Penn-Kekana & Rose-Junius, 2005). It is thus important to understand sexual practice and sexual violence within these contexts, and the important role of society.

### **7.4 Courage to act – men as bystanders**

Bystander intervention is one of the most rigorously tested interventions to prevent violence among young men. The recently launched What Works programme ([www.whatworks.co.za](http://www.whatworks.co.za))

prepared a review of GBV against women interventions and found 13 studies on bystander interventions with young men. The review found that evidence of their impact was not clear, despite the number of studies (DeGue, 2013; Fulu & Kerr-Wilson, 2015). An earlier review by McGue and colleagues, specifically on interventions for sexual violence, also found no conclusive evidence to support bystander interventions as a robust enough intervention to prevent sexual violence (DeGue et al., 2013). However, the Men With Conscience intervention included one workshop to equip the men to intervene when sexual violence was observed or encountered and it was very encouraging to find all of the five men interviewed six months after the intervention speaking of doing this. It is clear that the inclusion of this aspect of the intervention had an influence on the young men, and this should be tested further.

My study demonstrated how participants were prepared to intervene and the shift at an interpersonal level towards demonstrating courage to get involved, which are elements focusing on bystander intervention skills.

### **7.5 Taking ownership – Impact of the study on participants**

Taking ownership to prevent sexual violence is probably the most critical outcome of this thesis, i.e. young men who have recognised their value as change agents and who publicly declared their fight against sexual violence. This study presented evidence of how young men shifted from not fully knowing to understanding rape to be a violation of women and that it was wrong. The realisation that *“rape is real”* and asserting that *“I am a rapist”* on social media suggests that men reflected on the meaning and implications of rape, not only within the confines of the law, but within the general GBV agenda.

### **7.6 Intervention delivery and process evaluation**

The findings from the process evaluation confirm that the intervention must be delivered by people who are knowledgeable on working with young men. This is a particularly important consideration, because the interactive nature of the Men With Conscience intervention allows for additional topics to emerge, the discussion often taking different directions and different styles of engagements, which can only be channeled successfully if facilitators understand young men and also understand issues around sexual violence. I believe the Men With Conscience intervention addresses many of the elements suggested by Flood (2007).

My study found that the size of the group used was adequate. None of the challenges suggested by researchers on having more than 12 participants in a focus group (Krueger & Casey, 2009) were experienced in this study. The group with 15 participants worked well. I found that participants engaged comfortably within this group and shared ideas and opinions

openly. Participants displayed a comfortable attitude and respected each other's opinions, even if they were different to their own.

Many unanswered questions emerged for the participants between sessions, and this motivated them to return each week. This is an important strategy observed in this study for retaining participants in process evaluation studies. The retention strategy implemented in this study worked in the real setting, with high levels of retention maintained; the participants, despite being students with additional leadership responsibilities and their own time constraints, attended the workshops.

### **7.7 Interventions with men**

My study supports the outcomes of a systematic review conducted by researchers Barker, Ricardo and Nascimento (2007) on behalf of the WHO on effectiveness of interventions in relation to gender equity. They found working with young men can be effective in promoting gender equity. Although there are interventions with women on sexual violence prevention, there is no intervention within the university setting for women either.

The Men With Conscience intervention is considered a gender transformative intervention as it focuses on improving gender equity, social norms and men's understanding of their own gender identity in relation to their interaction with women. Such gender transformation was observed in participants in this study. Although my study was not an impact study, the findings have shown men changing and prevention activities against sexual violence from the five men interviewed six months after attending the intervention. Very clear cognitive changes were evident in their perceptions on sexual violence; behaviour changes at personal level with partners were shown, as well as in engagements with their peers. These findings support a recent review on the evidence on what works for prevention of violence against women and children, with interventions on gender transformation being more effective than those that focus merely on attitude and behaviour change (Fulu & Kerr-Wilson, 2015).

The Men with Conscience intervention had a total of six workshops, and this study showed that this number was adequate for young men who are leaders within their residences. The facilitators were able to choose the most relevant workshops from this setting from the One Man Can Intervention. The one workshop chosen addresses healthy and unhealthy relationships. By engaging in healthy relationships, men would value women as individuals with their own identity and values, which is an important starting point for men to understand the notion of gender equality. In order for this shift to happen, I argue that it is important to create an enabling environment in which men could engage in discussions about sexual

violence. Participants in this study were able to shift and gain insights into the importance of a healthy relationship, because the Men With Conscience intervention created an enabling environment.

It is possible that young men outside of university settings may require a different model with possibly more workshops and emphasis on other areas. The original One Man Can Intervention was developed for a community and contained 29 workshops. However, this study has shown that the six workshops were adequate. The Men With Conscience intervention therefore has the potential to close the gap in prevention interventions in universities.

## **7.8 A Process of change**

### **7.8.1 Theory of change for the Men With Conscience Model**

The goal of the Men With Conscience model is to achieve gender equality and equal power relations between men and women, and by so doing, reduce the risk of sexual violence.

Men's role in the university community and their consistent need to "talk about sexual violence" presents evidence that conversations about sexual violence and its prevention were not happening on campus. This expressed need for young men to "engage in dialogue" signalled an important mechanism in the process of change for the Men With Conscience Intervention.

The major goal of the Men With Conscience intervention is to assist males (students) in taking a stand against sexual violence in university residences as well as the broader university community. In order to achieve this, male students need to take ownership of the issue of sexual violence on campus. Men With Conscience helps males to reflect on their own values and beliefs systems, community norms and cultural practices that reinforce gender inequality and male dominance over women. Promoting healthy relationships and teaching men about healthy models of masculinity, are important foundations of the Men With Conscience intervention. The contention held by the Men With Conscience Intervention is that men can promote gender transformation through public action and advocacy for gender justice.

The Men With Conscience model presents the following four important mechanisms (pathways) to change:

1. **Dialogue** is the first pathway to change in the Men With Conscience model. By gaining knowledge on sexual violence, through dialogue and discussion, men are challenged to start thinking more critically about sexual violence. Critical thinking was applied to the planning of activities and implementation of the workshops, which was intended to bring about positive change in men's understanding of sexual violence towards women. The

activities in Men With Conscience challenged men to think critically about issues of sexual violence and associated factors. For example, men's personal values and belief systems and how this is influenced by societal pressures for men's behaviour.

2. **Reflexivity** is the second important pathway to change in the Men With Conscience model, where critical thinking enabled men to engage in their own construction and understanding of sexual violence in the broader gender based violence context.
3. Critical thinking and reflexivity developed the pathway to **Conscientization**, which brings about change in men's behaviour in their personal lives and the community in which they reside. The workshop sessions, which facilitated open dialogue and engagement, assisted men in shifting towards positive change, i.e. promoting healthy relationships with the intention of fostering healthy definitions of what it means to be a man and healthy models of masculinity.
4. By **Taking Ownership** men gain the courage to intervene when they observe an abusive situation. By intervening, they can help other men to respect women and shift towards more gender equitable relationships. In the Community Readiness Theory, professionalization means men have taken responsibility and ownership for prevention of sexual violence.

This thesis has shown how a prevention intervention for sexual violence can be adapted for university settings, and how work with young men can lead to them taking ownership of the intervention. Very importantly, it also showed how an intervention can be delivered in real-time and the real setting of the university.

This study presented findings that demonstrated how male student leaders in one university in South Africa engaged positively in a process of change, by shifting from limited knowledge to active participants in the fight against sexual violence in their university and their social spheres. There was a change in themselves first, then they used their skills to engage with others to prevent sexual violence, thus demonstrating their leadership skills and readiness for change. Their positive attitude towards owning the problem and then later owning the new Men With Conscience Intervention showed their commitment to making a difference, which also enabled the adaption of the One Man Can Intervention specifically to the university context.

Thinking about sexual violence prevention was an issue never considered as part of their portfolio as student leaders, until the young men were engaged in discussions at the start of the study and they became aware of their potentially important role in prevention. This makes the design of the Men With Conscience model unique, because it enables a community to

start from nothing or limited knowledge to owning the problem or professionalisation (community readiness model). For example, participants learned to make connections from what seemed trivial and unimportant, such as “cat whistling” and the notion of “gentle persuasion” to engage in sexual acts (e.g. Wood et al., 2007), to the realisation of how rape was a reality in the university environment and their role as leaders in its prevention.

A very clear turning point in the process was observed during the third workshop when participants unpacked rape and consensual sex. The recognition that rape is part of their own interactions with intimate partners was revealing and led to a turning point in their lives. The turning point reflected change, mainly at the individual and interpersonal levels of risk in the socio-ecological framework, but which could have subsequent impact on the community and social levels of risk (Fulu & Kerr-Wilson, 2015). More importantly, this turning point demonstrates the growth at different spheres in their personal lives, discussed in Chapter 6. Similar changes have been reported from a study seven months post-intervention conducted by Foubert and colleagues, that showed evidence of behaviour and attitude change after engaging first-year men in The Men’s Programme, a rape prevention programme (Foubert, Tatum & Donahue, 2006). However, The Men’s Programme differs from the Men With Conscience intervention in that it only consists of a one-hour peer educator-led, victim empathy-based presentation followed by an interactive discussion.

## **7.9 Strengths and limitations of the study**

The strength of this study lies in its design. It was conducted with real people, in real-life settings addressing a real issue. The study design led to the development of an intervention specifically suited for university settings. An important methodological strength of the process evaluation lies within the systematic data collection on all related elements, for example the attendance lists, observation structure and reflections from participants.

### **7.9.1 Reliability**

I was the only researcher responsible for collecting data, which strengthened the consistency in the data collection process. Although I had a second observer, I always compared the data to ensure that the process was followed as planned.

### **7.9.2 Generalisability of the findings**

The findings of this study emerged from one university setting and may not be generalisable to other universities. However, the model developed in this study presents an important response to sexual violence in university residences (and the broader university community),

which can be used for implementation at other universities, thus presenting an important strength of this thesis.

This is not an impact study. It was largely qualitative and inferences related to impact of the intervention such as that conducted in RCTs cannot be made. Only men in residences participated in this study, and not other students in the university. It is, however, expected that this intervention could have similar outcomes among the general male student population in universities.

The study was also not conducted with university staff, and prevention among this group at the university is important, as they have been implicated in sexual violence against students (John, 2013). Future interventions at universities should take a comprehensive approach including a whole-university approach with development of policies and effective services for survivors.

This study only addressed sexual violence and not other forms of violence. However, research has also shown the overlap between risk factors across different forms of violence against women and prevention of one form of violence may have an impact on other forms as well.

## **7.10 Conclusion**

The process of adapting the One Man Can Intervention into Men With Conscience showed the huge need to address sexual violence within the university, with young men hungry to learn and skill themselves to fill the huge gap and become active in the prevention of sexual violence. Men With Conscience is a theory-based intervention and evolved from a process of sound research and good theoretical frameworks. This model was designed for implementation specifically in university settings, and thus presents a critical response to the problem of sexual violence faced in universities in South Africa and the rest of the African continent. The six Men With Conscience sessions showed some evidence of changing the young men by addressing notions of masculinity, understanding personal values and beliefs and the influence of societal value systems on men's behaviour towards others (males and females).

This places the Men With Conscience intervention ready for more rigorous evaluation as the next step to understanding what works to prevent sexual violence in South African universities.

## **Chapter 8: Recommendations and Conclusion**

This study sought to contribute to the larger body of knowledge and research on sexual violence prevention and interventions. This thesis presented findings that reflected the importance of an intervention based on an understanding of the context of a community, such as the university, which is supported in literature on successful interventions (Misselhorn, et al., 2014). Consideration of the needs of participants in a specific community is important. In this study, male students needed to gain knowledge and understanding of sexual violence at a micro level (personally) in order to be able to relate at a macro level (broader society). In this chapter I reflect on the significance and relevance of the study as a major contribution to the development of a university-specific intervention, its implications for implementation and further education and training.

### **8.1 Recommendations**

#### **8.1.1 Informing policy implementation**

The University of Cape Town developed a sexual harassment and sexual assault policy, which responds mainly to survivors, i.e. reporting systems, care (including health such as HIV and pregnancy prevention), counselling and referrals and disciplinary processes. Despite this limitation, there is also limited evidence on the efficacy of the implementation of these two policies. There is a clear need to strengthen and broaden the existing policies, which should offer a more realistic, holistic and context-specific response to sexual violence on university campus. What is lacking in the current university policies is primary prevention of sexual violence, which is a gap my study can fill.

The findings of this study demonstrate a need to include prevention interventions with male student participation in policies related to sexual violence. Current policies target managers and responses to sexual assault, with little or no specific mention of prevention strategies, specifically engagement of men as partners in prevention. The approach to policy changes has come mostly from activist groups in (and outside) university structures, who called for better implementation of such policies. The general response to the implementation of university policies related to sexual violence has been marginal, with very few cases reported via these policy processes. Victims of sexual violence in university settings often report re-victimisation as a consequence of the policy procedures, leaving them feeling responsible for

the violation against them (see Buchwald, 1985; Cole & Logan, 2008; Fehler-Cabral, Campbell & Patterson, 2011). Implementation of the Men With Conscience model shifts the responsibility of sexual violence towards men as they recognise their key role in prevention.

### **8.1.2 Dedicated resources and funding for interventions on prevention of sexual violence**

This thesis has shown that successful intervention delivery is possible with the availability of human and financial resources.

**Human resources:** A key element in the delivery of an intervention such as Men With Conscience is trained facilitators experienced in working with young men in the field of sexual violence. Often the university structure does not have members of staff qualified for this role. Based on this thesis, a recommendation to university management would be collaboration and partnerships with organisations such as the Sonke Gender Justice Network for delivery of the Men With Conscience intervention. The success of the adaptation of the One Man Can Intervention and development of Men With Conscience was made possible through adequate funding. I recommend that the university develop a model of training where the male student leaders become trained facilitators in prevention of sexual violence and implement the Men With Conscience intervention.

**Financial resources:** Access to finances is very important in intervention delivery for example, hiring trained facilitators, transport and administration assistants. Providing a snack or meal or an incentive is an important consideration. I therefore recommend that the university plans implementation of such an intervention well, in consultation with the human resource department, to allocate funds to sexual violence prevention intervention. With good planning and adequate allocation of funds for implementation, the University of Cape Town can become a leader in this arena among South African universities.

### **8.1.3 Implications for public health**

Although this thesis demonstrated the value of the Men With Conscience intervention within university settings, particularly the residence system, the findings of this study present an important response to sexual violence in general. An important recommendation that the university should consider is a holistic approach to sexual violence. That is Men With Conscience can have an impact at other levels of men's health, such as HIV prevention.

#### **8.1.4 Future research**

The Men With Conscience intervention is ready for more rigorous research to measure its impact over a longer period, for example longer than two years. It is recommended that the Men With Conscience model be tested at universities in South Africa. This will form part of my post-doctoral work. Furthermore, this model can be extended to work with younger boys in schools, and create opportunities for other doctoral and masters theses on primary prevention work. Such work is one way of further exploring primary prevention interventions with young boys. The Men With Conscience model can also be used in university settings outside South Africa which presents important research collaboration opportunities moving forward.

#### **8.2 Conclusion**

This study showed some evidence of the impact on students six months after participating in the Men With Conscience intervention, and this presents very promising outcomes for prevention of sexual violence in university settings. Understanding the context of a community is critical for interventions to be successful. In order to enable successful interventions, the community needs to be ready to engage in change, i.e. be self-motivated. I believe South African universities are ready to tackle sexual violence, and Men With Conscience is an intervention that has been developed to address this issue.

By addressing the issue of sexual violence in universities, I believe we will also address the issue of gender inequality. The South African Constitution provides a good framework for gender equity. Transformation of masculinity in South Africa will remain a challenge unless it is the rooted in policy changes. This study has shown that it is possible.

## References

- Abbey, A., Zawacki, T., Buck, P. O., Clinton, A. M. & McAuslan, P. 2001. Alcohol and sexual assault. *Alcohol Research & Health*. 25(1):43-51.
- Abbey, A. 2002. Alcohol-related sexual assault: a common problem among college students. *Journal of Studies on Alcohol*. (Supplement 14):118-128.
- Abbey, A. & McAuslan, P. 2004. A Longitudinal examination of male college students' perpetration of sexual assault. *Journal of Consulting and Clinical Psychology*. 72:747-756.
- Abbey, A., Jacques-Tiura, A. J. & LeBreton, J. M. 2011. Risk factors for sexual aggression in young men: an expansion of the confluence model. *Aggressive Behavior*. 37(5):450-464.  
DOI: 10.1002/ab.20399
- Abrahams, N., Jewkes, R., Hoffman, M. & Laubsher, R. 2004. Sexual violence against intimate partners in Cape Town: Prevalence and risk factors reported by men. *Bulletin World Health Organisation*. 82(5):330-337. DOI: <http://dx.doi.org/10.1590/S0042-96862004000500006>
- Abrahams, N. & Jewkes, R. 2005. Effects of South African men's having witnessed abuse of their mothers during childhood on their levels of violence in adulthood. *American Journal of Public Health*. 95(10):1811-1816.
- Abrahams, N., Jewkes, R., Laubsher, R. & Hoffman, M. 2006. Intimate partner violence: prevalence and risk factors for men in Cape Town, South Africa. *Violence and Victims*. 21(2):247-263.
- Abrahams, N., Devries, K., Watts, C., Pallitto, C., Petzold, M., Shamu, S. & García-Moreno, C. 2014. Worldwide prevalence of non-partner sexual violence: a systematic review. *The Lancet*. 383(9929):1648-1654.
- Adinkrah, M. 2011. Criminalising rape within marriage: Perspectives of Ghanaian university students. *International Journal of Offender Therapy and Comparative Criminology*. 55(6):982-1010.

Agardh, A., Odberg-Pettersson, K. & Östergren, P. O. 2011. Experience of sexual coercion and risky sexual behavior among Ugandan university students. *BMC Public Health*. 11:527. DOI: 10.1186/1471-2458-11-527.

Agardh, A., Tumwine, G., Asamoah, B.O. & Cantor-Graae, E. 2012. The invisible suffering: sexual coercion, interpersonal violence, and mental health – a cross-sectional study among university students in South-Western Uganda. *PLoS ONE* 7(12): e51424. DOI:10.1371/journal.pone.0051424.

American College Health Association (ACHA), 2008. *Shifting the Paradigm: Primary Prevention of Sexual Violence. An ACHA Toolkit*. Available: [http://www.acha.org/sexualviolence/docs/ACHA\\_PSV\\_toolkit.pdf](http://www.acha.org/sexualviolence/docs/ACHA_PSV_toolkit.pdf) [2013, May 25].

American College Health Association. 2011. ACHA NCHA II: Reference Group Executive Summary Fall 2010. Linthicum, MD: American College Health Association. Available: [http://www.acha-ncha.org/docs/ACHA-NCHA-II\\_ReferenceGroup\\_ExecutiveSummary\\_Fall2010.pdf](http://www.acha-ncha.org/docs/ACHA-NCHA-II_ReferenceGroup_ExecutiveSummary_Fall2010.pdf) [2013, September 27]

Amoakohene, M.I. 2004. Violence against women in Ghana: a look at women's perceptions and review of policy and social responses. *Social Science and Medicine*. 59: 2373-2385.

Anda, R.F., Feliiti, V.J., Bremner, J.D., Walker, J.D., Whitfield, C., Perry, B.D. & Giles, W.H. 2006. The enduring effects of abuse and related adverse experiences in childhood. *European Archives of Psychiatry and Clinical Neuroscience*. 256:174-186.

Anderson, A. 2005. *The community builder's approach to theory of change: A practical guide to theory and development*. New York: The Aspen Institute Roundtable on Community Change.

Anderson, P. B., & Savage, J. S. 2005. Social, legal, and institutional context of heterosexual aggression by college women. *Trauma, Violence, & Abuse*. 6:130–140. DOI: 10.1177/1524838005275091.

Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C. H., Perry, B. D., Dube, S.R. & Giles, W.H. 2006. The enduring effects of abuse and related adverse experiences in childhood. *European Archives of Psychiatry and Clinical Neuroscience*. 256(3):174-186.

Armstrong, E.A., Hamilton, L. & Sweeney, B. 2006. Sexual Assault on Campus: A multilevel, integrative approach to party rape. *Social Problems*. 53(4):483-499.

Attenborough, F. 2014. Rape is rape (except when it's not): The media, recontextualization and violence against women. *Journal of Language Agression and Conflict*. 2(2):183-203. DOI:10.1075/jlac.2.2.01att.

Bandura, A. 1977. *Social Learning Theory*. Englewood Cliffs: Prentice Hall.

Banyard, V.L., Moynihan, M.M. & Plante, E.G. 2007. Sexual Violence Prevention Through Bystander Education: An experimental evaluation. *Journal of Community Psychology*. 35(4):463-481.

Baranowski, T. & Stables, G. 2000. Process evaluations of the 5-day projects. *Health Education & Behaviour*. (27):157-166.

Barker, G., Ricardo, C., & Nascimento, M. 2007. *Engaging men and boys in changing gender-based inequity in health: Evidence from programme interventions*. Geneva: World Health Organization.

Barone, R.P., Wolgemuth, J.R. & Linder, C. 2007. Preventing sexual assault through engaging college men. *Journal of College Student Development*. 48(5):585-594.

Basile, K. C., Hall, J. E. & Walters, M. L. 2013. Expanding resource theory and feminist-informed theory to explain intimate partner violence perpetration by court-ordered men. *Violence Against Women*. 19(7): 848-880.

Beasley, C. 2008. Rethinking Hegemonic Masculinity in a Globalizing World. *Men and Masculinities*. 11(1):86-103.

Benegal, V., Chand, P. K., & Obot, I. S. 2009. Packages of care for alcohol use disorders in low-and middle-income countries. *PLoS Medicine*. 6(10):1113. DOI: 10.1371/journal.pmed.1000170

Bennet, J. 2009. Policies and sexual harassment in higher education: Two steps forward and three steps somewhere else. *Agenda*. 23:80, 7-21.

Berkowitz, A.D. 1992. College men as perpetrators of acquaintance rape and sexual assault. *Journal of the American College of Health*. (40):175-181.

Berkowitz, A. D. 1994. A model acquaintance rape prevention program for men. *New Directions for Student Services*. 65:35-42.

Berkowitz, A.D. 2002. Fostering men's responsibility for preventing sexual assault. In *Preventing violence in relationships: Interventions across the lifespan*. P.A. Schewe, Ed. Washington D.C.: APA. 163-196.

Berkowitz, A. D. 2004. Working with men to prevent violence against women: program modalities and formats (Part Two). *Applied Research Forum*. October. Available: <http://www.vawnet.org> [2016, May 15].

Berkowitz, A.D., 2009. *Response ability: a complete guide to bystander intervention*. Chicago: Beck & Co.

Bernard, H.R., 2000. *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, CA:Sage.

Black, M. C., Basile, K. C., Breiding, M. J., Smith, S. G., Walters, M. L., Merrick, M. T. & Stevens, M. R. 2011. *National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Braine, J. D., Bless, C. & Fox, P. M. 1995. How do students perceive sexual harassment? An investigation on the University of Natal, Pietermaritzburg campus. *South African Journal of Psychology*. 25(3):140-149.

Boe, A., 2016. *New Approach to Sexual Assault Prevention Shows Promise in the Greek Community*. Available: <http://www.prnewswire.com/news-releases/new-approach-to-sexual-assault-prevention-shows-promise-in-the-greek-community-300233690.html>. [2016, March 10].

Bograd, M. 1990. Why we need gender to understand human violence. *Journal of Interpersonal Violence*. 5(1):132-135.

Breckenridge, K. 1998. The allure of violence: Men, race and masculinity on the South African goldmines. 1900-1950. *Journal of Southern African Studies*. 24(4):669-694.

Breitenbecher, K.H. 2001. Sexual assault on college campuses: Is an ounce of prevention enough?. *Applied Preventative Psychology*. 9: 23-52.

Brener, N.D., Simon, T.R., Krug, E.G. and Lowry, R. 1999. Recent trends in violence-related behaviors among high school students in the United States. *Jama*. 282(5):440-446.

Buchwald, E., Fletcher, P. & Roth, M. 1993. *Transforming a rape culture*. Minneapolis: Milkweed Edotopms.

Bureau of Justice Statistics, (2007). *Criminal Victimization*. Washington, DC: Department of Justice.

Campbell, J.C. 2002. Health consequences of intimate partner violence. *The Lancet*. 359(9314):1331-1336.

Carr, J.L. 2008. Shifting the paradigm: Primary prevention of sexual violence. An ACHA Toolkit. Available: [http://www.acha.org/sexualviolence/docs/ACHA\\_PSV\\_toolkit.pdf](http://www.acha.org/sexualviolence/docs/ACHA_PSV_toolkit.pdf). [2013, May 25]

Cashell-Smith, M.L., Connor, J.L. & Kypri, K. 2007. Harmful effects of alcohol on sexual behaviour in a New Zealand university community. *Drug Alcohol Review*. 26(6):645-651.

Centers for Disease Control and Prevention, 2004. *Sexual violence prevention: beginning the dialogue*, Centers for Disease Control and Prevention, Atlanta, GA: Centers for Disease Control and Prevention. Available: <http://www.cdc.gov/violenceprevention/pdf/svprevention-a.pdf>. [2013, May 25]

Chan, K.L. 2009. Sexual violence against women and children in Chinese societies. *Trauma, Violence and Abuse*. 10(1):69-85.

Chan, K.L. 2011. The role of Chinese face in the perpetration of dating partner violence. *Journal of Interpersonal Violence*. 27(4):793-811. DOI: 10.1177/0886260511423242.

Christopher, F. S., & Kisler, T. S. 2004. Sexual aggression in romantic relationships. In *The*

*handbook of sexuality in close relationships*. J. H. Harvey, A. Wenzel, & S. Sprecher, Eds. Mahwah, NJ: Lawrence Erlbaum, 287-309.

Cole, J. & Logan, T.K. 2008. Negotiating the challenges of multidisciplinary responses to sexual assault victims: Sexual assault nurse examiner and victim advocacy programs. *Research in Nursing and Health*. 31(1):76-85. DOI: 10.1002/nur.20234.

Collins, A., Loots, L., Meyiwa, T. & Mistrey, D. 2009. Nobody's business: Proposals for reducing gender-based violence at a South African university. *Agenda*. 23(80): 33-41.

Colvin, C.J., 2009. Report on the impact of Sonke Gender Justice Network's "One Man Can" campaign in the Limpopo, Eastern Cape and Kwazulu Natal Provinces, South Africa. Johannesburg, South Africa: Sonke Gender Justice Network.

Connell, R. 1987. *Gender and power: Society, the person and sexual politics*. Palo Alto, CA: University of California Press.

Connell, R. 1983. *Which way is up? Essays on class, sex and culture*. Sydney, Australia: Allen & Unwin.

Connell, R. 1995. *Masculinities*. Cambridge, UK: Polity.

Connell, R.W. 2003. *The Role of Men and Boys in Achieving Gender Equality*. Consultant's paper for 'The Role of Men and Boys in Achieving Gender Equality', Expert Group Meeting, organised by DAW in collaboration with ILO and UNAIDS, 21-24 October 2003, Brasilia, Brazil. Available: <http://www.un.org/womenwatch/daw/egm/men-boys2003/Connell-bp.pdf>. [2016 April 1].

Connor, J., Gray, A. & Kypri, K. 2010. Drinking history, current drinking and problematic sexual experiences among university students. *Australia and New Zealand Journal of Public Health*, 34(5): 487-494.

Cook, Sarah L. 1995. Acceptance and expectation of sexual aggression in college students. *Psychology of Women Quarterly*. 19(2):181-194.

Cooper, A. 2009. Gevaarlike transitions: Negotiating hegemonic masculinity and rites of passage amongst coloured boys awaiting trial on the Cape Flats. *Psychology in Society*. 37:1-17.

Coovadia, H., Jewkes, R., Barron, P., Sanders, D. & McIntye, D., 2009. The health and health systems of South Africa: Historical roots of current public health challenges. *The Lancet*. 374(9692):817-834.

Cresswell, J.W. & Clark, V.L., 2007. *Designing and Conducting Mixed Methods Research*, Sage Publications, Thousand Oaks, CA: Sage.

Creswell, J. W. 2009. *Research design: qualitative, quantitative, and mixed methods approaches*. 3<sup>rd</sup> ed. Thousand Oaks, Calif.: Sage Publications.

Creswell, J.W., 2013. *Qualitative Inquiry & Research Design. Choosing Among Five Approaches*. Thousand Oaks, CA: Sage.

*Criminal Law (Sexual Offences and Related Matters) Amendment Act, No 32 of 2007*. Available: [http://www.saflii.org/za/legis/num\\_act/cloarmaa2007509.pdf](http://www.saflii.org/za/legis/num_act/cloarmaa2007509.pdf) [2014, September 12].

Cronin, C., 2014. Using case study research as rigorous form of inquiry. *Nurse Researcher*, 21(5):19-27.

Currie, D. H. & MacLean, B. D. 1997. Measuring violence against women: the interview as a gendered social encounter. In *Researching sexual violence against women: methodological and personal perspectives*. M. D. Schwartz, Ed. 157-178.

Curtis, M.J., 2013. Ending sexual violence in Texas. Texas Association Against Sexual Assault (TAASA). Available: [www.taasa.org](http://www.taasa.org). [2013, October 7].

Dartnall, E. and Jewkes, R. 2013. Sexual violence against women: the scope of the problem. *Best Practice & Research Clinical Obstetrics & Gynaecology*. 27(1):3-13.

Das, M., Verma,R., Ghosh,S., Ciaravino,S., Jones, K., O'Connor,B. & Miller, E. 2015. Community mentors as coaches: transforming gender norms through cricket among adolescent males in urban India. *Gender and Development*. 23(1):61-75.

de Klerk, V., Klazinga, L. & McNeil, A. 2007. The habitus of the dominant: addressing rape and sexual assault at Rhodes University. *Agenda*. 21(74):115-124.

DeGue, S., Valle, L.A., Holt, M.K., Massetti, G.M., Matjasko, J.L. & Tharp, A.T. 2014. A systematic review of primary prevention strategies for sexual violence perpetration. *Aggression and Violent Behaviour*. 19:346-362. DOI:10.1016/j.avb.2014.05.004

Delius, P. & Glaser, C. 2002. Sexual socialization in South Africa; a historical perspective. *African Studies*. 61:27-54.

Denzin, N.K. & Lincoln, Y.S. 2008. *Strategies of Qualitative Inquiry*. 3<sup>rd</sup> ed. Thousand Oaks, CA: Sage.

Denzin, N. K. & Lincoln, Y. S. 2011. *The SAGE handbook of qualitative research*. Thousand Oaks, Calif.:SAGE.

Dick, K. & Ziering, A. 2016. *The hunting ground: the inside story of sexual assault on American college campuses*. New York: Skyhorse Publishing, Inc.

Diop, N.J., Faye, M.M., Moreau, A. & Cabral., J. 2004. *The TOSTAN Program: Evaluation of a Community-based Education Program in Senegal*. New York: Population Council.

Dobash, R.E. & Dobash, R.P. 1979. Wives as victims: Evidence and explanations. *Violence against Wives, A case Against the Patriarchy*. New York: Free Press. 14-30.

Dobash, R. P., Dobash, R. E., Wilson, M. & Daly, M. 1992. The myth of sexual symmetry in marital violence. *Social Problems*. 39(1):71-91.

Duma, S.E. 2006. *Women's journey of recovery following sexual assault trauma: A grounded theory*. PhD Thesis, University of Cape Town.

Duma, S.E. 2013. *Violence against women in the university residences: a student leadership participation*. Project Report. University of Cape Town, South Africa. (Unpublished).

- Dunkle, K.L., Jewkes, R.K., Brown, H.C., Gray, G.E., McIntyre, J.A. & Harlow, S.D. 2004. Transactional sex among women in Soweto, South Africa: Prevalence, risk factors and association with HIV infection. *Social Science and Medicine*. 59:1581-1592.
- Dworkin, S. L., Treves-Kagan, S., & Lippman, S. A. 2013. Gender-transformative interventions to reduce HIV risks and violence with heterosexually-active men: a review of the global evidence. *AIDS and Behavior*. 17(9): 2845-2863. DOI:10.1007/s10461-013-05652
- Eads, R.C. & Barker, G., 2011. *Engaging boys and men in the prevention of sexual violence: A systematic and global review of evaluated interventions*. Pretoria: Sexual Violence Research Initiative.
- Edwards-Jauch, L., 2012. Action research in gender-based violence at the University of Namibia: Results and methodological reflections. *Feminist Africa*, 17:102-121.
- Elegbeleye, O.S., 2006. Is rape in the eye or in the mind of the offender? A survey of rape perception among Nigerian university stakeholders. *Educational Research and Review*, 1(2):40-51.
- Esplen, E. 2006. *Engaging men in gender equality: Positive strategies and approaches*. Overview and annotated bibliography. Institute of development studies. ISBN 1858646022.
- Fabiano, P.M., Perkins, H.W., Berkowitz, A., Linkenback, J. & Stark, C., 2003. Engaging men as social justice allies in ending violence against women: Evidence for a social norms approach. *Journal of American College of Health*, 52(3):105-112.
- Fehler-Cabral, G., Campbell, R. & Patterson, D., 2011. Adult sexual assault survivors' experiences with sexual assault nurse examiners (SANE's). *Journal of Interpersonal Violence*, 26(18):3618-3639. DOI: 10.1177/0886260511403761.
- Fisher, B.S., Cullen, F.T. & Turner, M.G. 2000. *The sexual victimization of college women*. Washington D.C: Department of Justice (US), National Institute of Justice.
- Fisher, N. L., & Pina, A., 2013. An overview of the literature on female- perpetrated adult male sexual victimization. *Aggression and Violent Behavior*. 18, 54–61. DOI: 10.1016/j.avb.2012.10.001.

Flake, T.A., Barros, C., Schraiber, L.B. & Menezes, P.R. 2013. Intimate partner violence among undergraduate students of two universities of the state of São Paulo, Brazil. *Revista Brasileira de Epidemiologica*.16(4):801-816.

Flezzani, J. & Benschhoff, J. 2003. Understanding sexual aggression in male college students: The role of self-monitoring and pluralistic ignorance. *Journal of College Counselling*. 6:69-79.

Flick, U. 2002. *An introduction to qualitative research*. 2<sup>nd</sup> edition. London: Sage.

Flood, M., 2004. Men, gender, and development. *Development Bulletin*. 64, March: 26-30.

Flood, M. 2004. Men, gender and development. *Development Bulletin*. 64:26-30.

Flood, M. & Pease, B. 2006. *The factors influencing community attitudes in relation to violence against women: A critical review of the literature*. Melbourne: Victorian Health Promotion Foundation.

Flood, M. & Dyson, S. 2007. Sport, athletes and violence against women. *NTV Journal*. 4(3):37-46.

Flood, M. 2007. Involving men in gender practice and policy. *Critical Half*. 5(1), Winter: 9-14.

Fonagy, P. & Target, M. 2003. *Psychoanalytic theories: Perspectives from developmental Psychopathology*. New York:Routledge.

Foubert, J.D. & La Voy, S.A. 2000. A qualitative qssessment of "The Men's Program:" The impact of a rape prevention program on fraternity men. *NASPA Journal*. 2000. 38(1):18-30.

Foubert, J.D., Tatum, J.L. & Donahue, G.A. 2006. Reactions of first year men to a rape Prevention Program: Attitude and Predicted Behaviour Changes. *NASPA Journal*. 43(3):578-598.

Foubert, J. D., Tatum, J. L. & Godin, E. E. 2010. First-year male students' perceptions of a rape prevention program 7 months after their participation: attitude and behavior changes. *Journal of College Student Development*. 51(6): 707-715. DOI: 10.1353/csd.2010.0021

Fuertes, A., Ramos, M., Martínez, J. L., López, D. & Tabernero, C. 2006. Prevalence of vulnerability and protective factors of sexual victimization. *Child Abuse & Neglect*. 30(7):799-814. DOI:10.1016/j.chiabu.2006.06.002

Fulu, E., Jewkes, R., Roselli, T., Garcia-Moreno, C. & UN Multi-country Cross-sectional Study on Men and Violence Research Team, 2013. Prevalence of and factors associated with male perpetration of intimate partner violence: Findings from the UN Multi-country Cross-sectional Study on Men and Violence in Asia and the Pacific. *The Lancet Global Health*. 1(4): 187-207.

Fulu, E. & Kerr-Wilson, A. 2015. What works to prevent violence against women and girls evidence reviews. Paper 2: Interventions to prevent violence against women and girls. Available <http://www.whatworks.co.za/resources/publications> [2016, May 27].

Gardiner, J.K. 2002. *Masculinity studies & feminist theory: new directions*. New York: Columbia University Press.

Gavey, N. 1991. Sexual Victimization Prevalence among New Zealand university students. *Journal of Consulting and Clinical Psychology*. 59(3):464-466.

Gidycz, C.A., Lynn, S.J., Rich, C.L., Marioni, N.L., Loh, C., Blackwell, L.M., Stafford, J., Fite, R. et al. 2001. The evaluation of a sexual assault risk reduction program: a multisite investigation. *Journal of Consulting and Clinical Psychology*. 69(6):1073-1078.

Gidycz, C.A., Dowdall, C.L. & Marioni, N.L. 2002. Interventions to prevent rape and sexual assault. In *The Trauma of Adult Sexual Assault: Treatment, Prevention and Policy* .J. Petrak & B. Hedge, Eds. New York: John Wiley & Sons, 235 – 260.

Gidycz, C.A., Rich, C.L., Orchowski, L., King, C. & Miller, A.K. 2006. The evaluation of a sexual assault self-defense and risk-reduction program for college women: a prospective study. *Psychology of Women Quarterly*. 30:173-186.

Gidycz, C.A., Orchowski, L.M. & Edwards, K.M. 2011. *Primary prevention of sexual violence. In Violence Against Women and Children*. J.W. White, M.P. Koss & A.E. Kazdin, Eds. Washington, DC: American Psychological Association, 159-179. DOI:10.1037/12308-008.

Gidycz, C. A., Orchowski, L. M., & Berkowitz, A. D. 2011. Preventing sexual aggression among college men: an evaluation of a social norms and bystander intervention program. *Violence Against Women*.17(6):720-742. DOI: 10.1177/1077801211409727

Gibbs, A., Jewkes, R., Sikweyiya, Y., & Willan, S. 2015. Reconstructing masculinity? A qualitative evaluation of the Stepping Stones and Creating Futures interventions in urban informal settlements in South Africa. *Culture, Health & Sexuality*. 17(2), 208-222. DOI: <http://dx.doi.org/10.1080/13691058.2014.966150>

Glaser, C. 2000. *Bo-tsotsi: The Youth Gangs of Soweto, 1935-1976*. Portsmouth: Heinemann.

Gould, C. 2015. *Beaten bad. The life stories of violence offenders*. Institute for security studies, 192. ISBN 978-1-920678-11-1.

Greef, M. 2005. *Information collection: interviewing*. In Research at Grass roots for the social sciences and human professions, 3<sup>rd</sup> ed. A.S De Vos, H. Strydom, C.B. Fouche & C.S.L.Delport, Eds. Pretoria: Van Schaik, 286-313.

Groes-Green, C. 2014. Journeys of patronage: moral economies of transactional sex, kinship, and female migration from Mozambique to Europe. *Journal of the Royal Anthropological Institute*. 20(2):237-255.

Hall, G. C. N., DeGarmo, D. S., Eap, S., Teten, A. L., & Sue, S. 2006. Initiation, desistance, and persistence of men's sexual coercion. *Journal of Consulting and Clinical Psychology*. 74(4):732-742. DOI: <http://dx.doi.org/10.1037/0022-006X.74.4.732>

Hargreaves, J., Hatcher, A., Strange, V., Phetla, g., Busza J., Kim, J., Watts, C., Morison, L., Porter, J., Pronyk, P. & Bonell, C. 2010. Process evaluation of the Intervention with Microfinance for AIDS and Gender Equity (IMAGE) in rural South Africa. *Health Education Research*. 25(1):27-40.

Hatcher, A.M., Colvin, C.J., Ndlovu, N. & Dworkin, S.L., 2014. Intimate partner violence among rural South African men: alcohol use, sexual decision-making, and partner communication. *Culture, Health & Sexuality*. 16(9):1023–1039. <http://dx.doi.org/10.1080/13691058.2014.924558>.

Hearn, J., Nordberg, M., Anderson, K., et al. 2012. Hegemonic masculinity and beyond: 40 years of research in Sweden. *Men Masculinities*. 15:31-55.

Heise, L. 1998. Violence against women. *Violence Against Women*. 4(3):262-290.

Heise, L., & Garcia-Moreno, C. 2002. Violence by intimate partners. In *World Report on Violence and Health*. E. Krug et al., eds. World Health Organisation. Geneva, 87-122.

Heise, L. 2011. What works to prevent partner violence? An evidence overview. London: Department for International Development.

Heise, L. & Fulu, E. 2014. *What works to prevent violence against women and girls? State of the field of violence against women and girls: What do we know and what are the knowledge gaps?* Available: [strive/lshtm.com](http://strive.lshtm.com) [2016, March 18].

Heppner, M.J., Neville, H.A., Smith, K., Kivlighan, D.M. & Gershuny, B.S. 1999. Examining Immediate and Long-Term Efficacy of Rape Prevention Programming With Racially Diverse College Men. *Journal of Counseling Psychology*. 46(1):16-26.

Hernandez, G.S., Lira, L.R & Mendez, M.T.S. 2004. Validation of the violence acceptance scale and rape myths in university students. *Salud Mental*. 27(6):40-49.

Hinojosa-Millán, S., Vallejo-Rodríguez, D.C., Gallo-Gómez, Y.N., Liscano-Fierro, L.N., Gómez-Ossa, R. 2013. Prevalence of sexual violence among students of the universidad tecnológica de pereira, Colombia, 2010. *Revista Colombiana de Obstetricia y Ginecología*. 64(1):21-26.

Holloway, I. & Wheeler, S. 2002. *Qualitative research in nursing*, 2nd ed. Oxford: Blackwell Science.

Holloway, I. & Wheeler, S. 2010. *Qualitative research in nursing and healthcare*. Chichester, West Sussex, U.K.: Wiley-Blackwell.

Hollway, W. & Jefferson, T. 2002. Narrative, discourse and the unconscious: the case of Tommy. In *Lines of narrative: psychosocial perspectives*. M. Andrews, S.D. Sclater, C. Squire & A. Treacher, Eds. London: Routledge. 136-149.

Hossain, M., Zimmerman, C. & Kiss, L. 2014. Working with men to prevent intimate partner violence in a conflict-affected setting: a pilot cluster randomised control trial in rural Cote d'Ivoire. *BMC Public Health*. 14:339.

Hughes, K. 2012. Effectiveness Review: We Can Campaign. Bangladesh: Oxfam.

Hussain, R. & Khan, A. 2008. Women's perceptions and experiences of sexual violence in marital relationships and its effect on reproductive health. *Health Care for Women International*. 29:468-483.

Ilika, A.L. 2005. Women's perceptions of partner violence in a rural Igbo community. *African Journal of Reproductive Health*. 9:77-88.

Jespersen, A.F., Lalumiere, M.L. & Seto, M.C. 2009. Sexual abuse history among adult sex offenders and non-sex offenders: a meta-analysis. *Child Abuse and Neglect*. 33(3):179-192.

Jewkes, R. 2002. Intimate partner violence: Causes and prevention. *The Lancet*. 359:1423-1429.

Jewkes, R. & Abrahams, N. 2002. The epidemiology of rape and sexual coercion in South Africa: An overview, *Social Science and Medicine*. 55(7):1231-1244.

Jewkes, R., Levin, J., & Penn-Kekana, L.. 2002. Risk factors for domestic violence: Findings from a South African cross-sectional study. *Social Science and Medicine*. 55:1603-1617.

Jewkes, R., Penn-Kekana, L. & Rose-Junius, H. 2005. If they rape me, I can't blame them: Reflections of the social context of child sexual abuse in South Africa and Namibia. *Social Science & Medicine*. 61:1809-1820.

Jewkes, R., Dunkle, K., Koss, M.P., Levin, J.B., Nduna, M., Jama, N. & Skweyiya, Y. 2006. Rape perpetration by young, rural South African men: Prevalence, patterns and risk factors. *Social Science & Medicine*. (63):2949-2961.

Jewkes, R., Nduna, M., Levin, J., Jama, N., Dunkle, K., Khuzwayo, N., Koss, M., Puren, A., Wood, K. & Duvurrry, N. 2006. A cluster randomised controlled trial to determine the

effectiveness of Stepping Stones in preventing HIV infections and promoting safer sexual behaviour amongst youth in rural Eastern Cape, South Africa: Trial by design, methods and baseline findings. *Tropical Medicine and International Health*. 11:3-16. doi: 10.1111/j.1365-3156.2005.01530.x

Jewkes, R., Nduna, M., Levin, J., Jama, N., Dunkle, K., Puren, A. & Duvvury, N. 2008. Impact of Stepping Stones on incidence of HIV and HSV-2 and sexual behaviour in rural South Africa: Cluster randomised control trial. *BMJ*. 337:1-11.

Jewkes, R., Abrahams, N., Mathews, S., Seedat, M., Van Niekerk, A., Suffla, S. & Ratele, K. 2009. Preventing rape and violence in South Africa: call for leadership in a new agenda for action. MRC Policy Brief. Available: [http://www.palmecenter.se/wp-content/uploads/2014/05/prev\\_rapedd041209.pdf](http://www.palmecenter.se/wp-content/uploads/2014/05/prev_rapedd041209.pdf) [2016, May 13].

Jewkes, R.K., Sen, P. & Garcia-Moreno, C., 2010. Sexual violence. In *World report on violence and health*. G. Krug, L.L. Dahlberg, J.A Mercy, A.B. Zwi & Lozano, R, Eds. Geneva: World Health Organization. 149 – 181.

Jewkes, R., Dunkle, K., Nduna, M. & Shai, N. 2010a. Intimate partner violence, relationship power inequity, and incidence of HIV infection in young women in South Africa: A cohort study. *The Lancet*. 376 (9734):41 – 48.

Jewkes, R.K., Dunkle, K., Nduna, M., Jama, N. & Puren, A. 2010b. Associations between childhood adversity and depression, substance abuse and HIV and HSV2 incident infections in rural South African youth. *Child Abuse and Neglect*. (34):833-841.

Jewkes, R., Sikweyiya, Y., Morrell, R. & Dunkle, K. 2011. Gender inequitable masculinity and sexual entitlement in rape perpetration South Africa: Findings of a cross-sectional study. *PloS One*. 6(12):1-11. e29590.

Jewkes, R., Flood, M. & Lang, J. 2015. From work with men and boys to changes of social norms and reduction of inequities in gender relations: a conceptual shift in prevention of violence against women and girls. Violence against women and girls 3. *The Lancet*. 385:1580-1589.

John, V. 2013. Wits dismisses two staff members for sexual harassment. *Mail & Guardian*. 31 July: 21.

- Kanin, E.J. 1957. Male aggression in dating-courtship relations. *American Journal of Sociology*. 63:197-204.
- Kanin, E. J. & Parcell, S. R. 1977. Sexual aggression: a second look at the offended female. *Archives of Sexual Behavior*. 6(1): 67-76.
- Kanin, E. J. 1985. Date rapists: Differential sexual socialization and relative deprivation. *Archives of Sexual Behaviour* 14: 219–230.
- Katz, J. 2006. *The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help*. Naperville, Illinois, US: Sourcebooks Inc.
- Kaufman, M. 2003. The AIM framework: addressing and involving men and boys to promote gender equality and end gender discrimination and violence. *UNICEF, March, 31*. Available: <http://www.michaelkaufman.com/wp-content/uploads/2009/01/kaufman-the-aim-framework.pdf> [ 2015, June 17]
- Kilmartin, C.T. 2001. *Sexual Assault in Context: Teaching College Men About Gender*. Holmes Beach, Florida: Learning Publications.
- Kirkpatrick, C. & Kanin, E.J. 1957. Male sexual aggression on a university campus. *American Sociological Review*, 22:52-58.
- Koss, M.P. & Oros, C.J. 1982. Sexual Experiences Survey: a research instrument investigating sexual aggression and victimization. *Journal of Consulting and Clinical Psychology*. 50:455-457.
- Koss, M.P. & Gidycz, C.A. 1985. Sexual Experiences Survey: Reliability and validity. *Journal of Consulting and Clinical Psychology*. 53:422-423.
- Koss, M.P., Leonard, K.E., Beezley, D.A. & Oros, C.J. 1985. Non-stranger sexual aggression: A discriminant analysis of the psychological characteristics of undetected offenders. *Sex Roles*. 12:981-992.
- Koss, M.P., Gidycz, C.A. & Wisniewski, N. 1987. The scope of rape: Incidence and prevalence of sexual aggression and victimization in a national sample of higher education students. *Journal of Consulting and Clinical Psychology*. 55:162-170.

Koss, M. P., Dinero, T. E., Seibel, C. A. & Cox, S. L. 1988. Stranger and acquaintance rape: are there differences in the victim's experience? *Psychology of Women Quarterly*. 12(1):1-24. DOI: 10.1111/j.1471-6402.1988.tb00924.x

Gidycz, C. A. & Koss, M. P. 1991. Predictors of long-term sexual assault trauma among a national sample of victimized college women. *Violence and Victims*. 6(3): 175-190.

Koss, M. 1993. Rape, scope, impact, interventions, and public policy responses. *American Psychologist*. 48(10):1062-1069.

Koss, M. P., and Gaines, J. A. 1993. The prediction of sexual aggression by alcohol use, athletic participation, and fraternity affiliation. *Journal of Interpersonal Violence*. (8): 104–108.

Koss, M. & Rozee, P.D. 2001. Rape, a century of resistance. *Psychology of Women Quarterly*. 25(4):295-311.

Koss, M.P. & Gaines, J.A. 2003. The prediction of sexual aggression by alcohol use, athletic participation, and fraternity affiliation. *Journal of Interpersonal Violence*. 8:94-108.

Koss, M.P., West, C.M., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S. & White, J. 2007. Revising the SES: A collaborative process to improve assessment of sexual aggression and victimisation. *Psychology of Women Quarterly*. 31(4):357-370.

Koss, M.P., Wilgus, J.K. & Williamsen, K.M. 2014. Campus sexual misconduct: Restorative justice approaches to enhance compliance with Title IX guidance. *Trauma, Violence & Abuse*. 15(3):242-259.

Koss, M.P., Swarthout, K.M., White, J.W., Thompson, M. P., Abbey, A. & Bellis, A.L. 2015. Trajectory analysis of the campus serial rapist assumption. *JAMA Paediatrics*. 169:1148-1154.

Krahé, B., Berger, A. 2013. Men and women as perpetrators and victims of sexual aggression in heterosexual and same-sex encounters: A study of first-year college students in Germany. *Aggressive Behaviour*. 39(5):391-404.

Krueger, R.A. & Casey, M.A. 2009. *Focus Groups. A Practical Guide for Applied Research*. 4<sup>th</sup> ed. Los Angeles: Sage.

Krug, E.G., Mercy, J.A., Dahlberg, L.L. & Zwi, A.B. 2002. The world report on violence and health. *The Lancet*. 360:1083-1088.

Kwagala, B., Wassenaar, D. & Ecuru, J. 2010. Payments and Direct Benefits in HIV/AIDS Related Research Projects in Uganda. *Ethics and Behaviour*. 20(2):95-109.

Langhinrichsen-Rohling, J., Foubert, J.D., Brasfield, H.M., Hill, B. & Shelley-Tremblay, S. 2011. The Men's Program: Does it impact college men's self-reported bystander efficacy and willingness to intervene? *Violence Against Women*. 17(6):743-759. Sage Publications, US.

Lee, J., Kim, J. & Lim, H. 2010. Rape myth acceptance among Korean college students: The roles of gender, attitudes toward women, and sexual double standard. *Journal of Interpersonal Violence*. 25(7):1200-1223.

Lehrer, J.A., Lehrer, V.L., Lehrer, E.L., Oyarzún, P.B. 2007. Prevalence of and risk factors for sexual victimization in college women in Chile. *International Family Planning Perspectives*. 33(4):168-175.

Lehrer, J.A., Lehrer, E.L., Koss, M.P. 2013. Sexual and dating violence among adolescents and young adults in Chile: a review of findings from a survey of university students. *Culture, Health & Sexuality*. 15(1):1-14 14p, Routledge, Oxfordshire.

Le Roux, E. 2016. How Universities can begin to tackle rape culture. Available: <http://mg.co.za/article/2016-04-19-how-universities-can-begin-to-tackle-rape-culture> [2016, April 19].

Lev-Wiesel, R. 2008. Child sexual abuse: A critical review of intervention and treatment modalities. *Children and Youth Services Review*. 30(6):665-673.

Lewis, S.F., Travea, L. & Fremouw, W. 2002. Characteristics of female perpetrators and victims of dating violence. *Violence & Victims*. 17(5):593-606.

Lincoln, Y.S. & Guba, E.G. 1985. *Naturalistic Inquiry*. Beverly Hills, CA: Sage.

Lindquist, C.H., Barrick, K., Krebs, C., Crosby, C.M., Lockard, A.J. & Sanders-Phillips, K. 2013. The context and consequences of sexual assault among undergraduate women at historically black colleges and universities (HBCUs).

*Journal of Interpersonal Violence*. 28(12): 2437-2461.

Linnan, L. & Steckler, A. 2002. Process evaluation for public health interventions and research: An overview. In *Process Evaluation for Public Health Interventions and Research*. A. Steckler & L. Linnan Eds. San Francisco, CA: Jossey-Bass. 2 - 24.

Lipsey, M.W. & Derzon, J.H. 1998. Predictors of serious delinquency in adolescence and early adulthood: a synthesis of longitudinal research. In *Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions*. R. Loeber, & D.P. Farrington. Eds. Thousand Oaks, CA: Sage, 86-105.

Lorenzo, T. 2005. *We don't see ourselves as different: A web of possibilities for disabled women. How black disabled women in poor communities equalise opportunities for human development and social change*. A PhD Thesis. University of Cape Town.

Luke, N., Goldberg, R.E., Mberu, B.U. & Zulu, E.M. 2011. Social exchange and sexual behaviour in young Women's premarital relationships in Kenya. *Journal of Marriage and Family*. 73(5):1048-1064.

Luyt, R. & Foster, D. 2001. Hegemonic masculine conceptualization in gang Culture. *South African Journal of Psychology*. 31:1-11.

Machisa, M., Jewkes, R., Morna, C. & Rama, K. 2011. *War at home: gender based violence indicators study: Gauteng research report*. Johannesburg: Gender Links.

Madison, D. S. 2005. *Critical ethnography: method, ethics, and performance*. Thousand Oaks, Calif.: Sage.

Malamuth, N.M., Sockloskie, R.J. Koss, M.P. & Tanaka, J.S. 1991. Characteristics of aggressors against women: Testing a model using a national sample of college students. *Journal of Consulting and Clinical Psychology*. (59):670-681.

Marin, A.J. & Russo, N.F. 1999. Feminist perspectives on male violence against women: critiquing O'Neil and Harway's model. In *What causes men's violence against women?* M. Harway & J.M. O'Neil, Eds. Thousand Oaks, Calif.: Sage Publications. 18-35.

Marshall, C. & Rossman, G.B. 2011. *Designing qualitative research*. 5<sup>th</sup> ed. Los Angeles: SAGE.

- Martin, P. Y. & Hummer, R. A. 1989. Fraternities and rape on campus. *Gender & Society*. 3(4):457-473.
- Martin, S. L., Fisher, B. S., Warner, T. D., Krebs, C. P., & Lindquist, C. H. 2011. Women's sexual orientations and their experiences of sexual assault before and during university. *Women's Health Issues*. 21:199– 205. DOI: 10.1016/j.whi.2010.12.002
- Matthews, S. 2009. I had a hard life: Exploring childhood adversity in the shaping of masculinities among men who killed an intimate partner in South Africa. *British Journal of Criminology*. 51(6):960-977.
- Mayekiso, T. V., & Bhana, K. 1997. Sexual harassment: perceptions and experiences of students at the University of Transkei. *South African Journal of Psychology*. 27(4):230-235.
- Meadows, L.M. 2004. Qualitative data management. In *SAGE encyclopedia of social science research methods*. M.S. Lewis-Beck, A. Bryman & T.F. Liao, Eds. Thousand Oaks, Calif.: SAGE Publications. 891.
- Miles, M.B. & Huberman, A.M. 1994. *Qualitative data analysis*. 2<sup>nd</sup> ed. Thousand Oaks, Calif.: Sage.
- Mills, C.S., Granoff, B.J. 1992. Date and acquaintance rape among a sample of college students (abstract). *Social Work*. 37(6):504-509.
- Misselhorn, A., Mushinga, M., Jama Shai, N., & Washington, L. 2014. Creating Futures: lessons from the development of a livelihood-strengthening curriculum for young people in eThekweni's informal settlements. *Sex Education*. 14(5): 543-555. DOI: <http://dx.doi.org/10.1080/14681811.2014.905463>
- Mitra, A. & Singh, P. 2007. Human capital attainment and gender empowerment: the Kerala paradox. *Social Science Quarterly*. (88):1227-1242.
- Mohler-Kuo, M., Dowdall, G.W., Koss, M.P. & Wechsler, H. 2004. Correlates of rape while intoxicated. *Journal of Studies on Alcohol*. 65:37-45.
- Mooney, K. 1998. Ducktails, flick-knives and pugnacity: Sub-cultural and hegemonic masculinities in South Africa, 1948-1960. *Journal of Southern African Studies*. 24(4):753-774.

Moore, H. 1994. The problem of explaining violence in the social sciences. In *Sex and violence: issues in representation and experience*. P. Harvey & P. Gow, Eds. London: Routledge. pp.138-155.

Moosa, Z. 2012. *A theory of change for tackling violence against women and girls*. London: ActionAid. Available:  
[https://www.actionaid.org.uk/sites/default/files/doc\\_lib/theory\\_of\\_change\\_on\\_vawg.pdf](https://www.actionaid.org.uk/sites/default/files/doc_lib/theory_of_change_on_vawg.pdf)  
[2016, May 11]

Morrell, R. 1998. Of Boys and Men: Masculinity and Gender in Southern African Studies. *Journal of Southern African Studies*. 24(4):605-630.

Morrell, R. 2001. *Changing men in Southern Africa*. London: Zed Books.

Morrell, R. 2001b. *From boys to gentlemen: Settler masculinity in colonial Natal, 1880-1920*. Pretoria: Unisa Press.

Morrell R. & Jewkes R. 2009. *I am a male, although I am a little bit soft: Men who care in South Africa. A case study of masculinities and gender equality*. Technical report. Pretoria: Medical Research Council.

Morrell, R., Jewkes, R., Lindegger, G. & Hamlall, V. 2013. Hegemonic masculinity: Reviewing the gendered analysis of men's power in South Africa. *South African Review of Sociology*. 44(1): 4-21.

Morrison, S., Hardison, J., Mathew, A. & O'Neil, J. 2004. *An evidence-based review of sexual assault preventive intervention programs*. Washington, DC: National Institute of justice.

Mouton, J. 2001. *How to succeed in your master's and doctoral studies: a South African guide and resource book*. Pretoria: Van Schaik.

Moynihan, M.M., Banyard, V.L., Arnold, J.S., Eckstein, R.P. & Stapleton, J.G. 2011. Sisterhood may be powerful for reducing sexual and intimate partner violence: An Evaluation of the Bringing in the Bystander in-Person Program with sorority members. *Violence Against Women*. 17(6):703-719.

Murta, S.G., Sanderson, K. & Oldenburg, B. 2007. Process evaluation in occupational stress management programs: A Systematic Review. *American Journal of Health Promotion*. 21(4):248-254.

Nakkash, R.T., Alaouie, H., Haddad, P., El Hajj, T., Salem, H., Mahfoud, Z. & Afifi, R.A. 2012. Process evaluation of a community-based mental health promotion intervention for refugee children. *Health Education Research*. 27(4):595-607.

Norris J. 1994. Alcohol and female sexuality: A look at expectancies and risks. *Alcohol Research and Health*.18:197–201.

Ohnishi, M., Nakao, R., Shibayama, S., Matsuyama, Y., Oishi, K., & Miyahara, H. 2011. Knowledge, experience, and potential risks of dating violence among Japanese university students: a cross-sectional study. *BMC Public Health*. 11:339. DOI: 10.1186/1471-2458-11-339

Olley, B. O. 2008. Child sexual abuse, harmful alcohol use and age as determinants of sexual risk behaviours among freshmen in a Nigerian university. *African Journal of Reproductive Health*. 12(2):75-88.

Omaar, R. & De Waal, A. 1994. *Crimes without punishment: sexual harassment and violence against female students in schools and universities in Africa*. Discussion paper, 4. London: African Rights.

Orchowski, L.M., Gidycz, C.A. & Raffle, H. 2008. Evaluation of a sexual assault risk reduction and self-defense program: a prospective analysis of a revised protocol. *Psychol Women Quarterly*. 32:204-218.

Ouzgane, L. & Morrell, R. 2005. *African masculinities: men in Africa from the late nineteenth century to the present*. New York: Palgrave Macmillan.

Parahoo, K. 2006. *Nursing research: principles, process, and issues*. Basingstoke, Hampshire: Palgrave Macmillan.

Parahoo, K. 2014. *Nursing research: principles, process and issues*. 3<sup>rd</sup> ed. Basingstoke: Palgrave Macmillan.

Patton, W. & Mannison, M. 1995. Sexual coercion in dating situations among university students: Preliminary Australian data. *Australian Journal of Psychology*. 47(2):66-72.

Patton, M. Q. 2002. *Qualitative research & evaluation methods*. 3<sup>rd</sup> ed. Thousand Oaks: Sage Publications.

Polit, D.F. & Hungler, B.P. 1997. *Nursing research*. 4<sup>th</sup> ed. Philadelphia: Lippencott-Raven Publishers.

Polit, D.F. & Beck, C.T. 2004. *Nursing research: principles and methods*. 7<sup>th</sup> ed. Philadelphia: Lippincott Williams & Wilkins.

Plested, B., Edwards, R. & Jumper-Thurman, P. 2006. *Community Readiness: a Handbook for Successful Change*. Tri-ethnic Center for Prevention Research. Fort Collins, CO.

Potter, R. H. 1994. Crime on Australian university campuses: is there an emerging social issue? *Journal of Tertiary Education Administration*. 16(2): 205-214.

Potter, S. J. & Moynihan, M. M. 2011. Bringing in the bystander in-person prevention program to a US military installation: results from a pilot study. *Military Medicine*. 176(8):870-875. DOI: <http://dx.doi.org/10.7205/MILMED-D-10-00483>

Quimette, P. C. 1997. Psychopathology and sexual aggression in non- incarcerated men. *Violence Victims*. 12:389–395.

Quinlan, C. 2016. Responses to 'The Hunting Ground' illustrate how rape culture is alive and well on campus. *ThinkProgress*. Available: <https://thinkprogress.org/responses-to-the-hunting-ground-illustrate-how-rape-culture-is-alive-and-well-on-campus-e00fc63d9064#.djvt5ucy5> [2016, January 23]

Ramphela, M., Molteno, F., Simons, M. & Sutherland, C. 1991. *Final Report: Committee of Enquiry into Sexual Harassment*. Cape Town: University of Cape Town.

Republic of South Africa, *South African Constitution No. 108 of 1996*. Government Printer, Pretoria.

- Rozee, P. 2012. *Resisting a rape culture. The Psychology of Rape and Resistance*. Available: [http://www.raperesistance.org/research/rape\\_culture.html](http://www.raperesistance.org/research/rape_culture.html) [2012, September 30].
- Rubin, H.J. & Rubin, I.S. 2012. *Qualitative interviewing: the art of hearing data*. 3rd ed. Thousand Oaks, Calif.: SAGE.
- Ryan, K.M. 2004. Further evidence for a cognitive component of rape. *Aggressive & Violent Behaviour*. 9:579-604.
- Sampson, R. 2002. Acquaintance rape of college students. Problem-orientated Guides for Police Series, No. 17. Washington, DC: U.S. Department of Justice, Office of Community Orientated Policing Services.
- Saunders, R.P., Evans, M.H. & Joshi, P. 2005. Developing a process evaluation plan for assessing health promotion program implementation: A how-to guide. *Health Promotion and Practice*. (6):134-147.
- Schensul, S. L., Saggurti, N., Burseson, J. A. & Singh, R. 2010. Community-level HIV/STI interventions and their impact on alcohol use in urban poor populations in India. *AIDS and Behavior*. 14(1): 158-167. DOI:10.1007/s10461-010-9724-x
- Schneider, M., Hall, W.J., Hernandez, A.E., Hindes, K., Montez, G., Pham, T., Rosen, L., Sleigh, A., Thompson, D., Volpe, S.L., Zeveloff, A., Steckler, A. & the HEALTHY Study Group, 2009. Rationale, design and methods for process evaluation in the HEALTHY study. *International Journal of Obesity (London)*. 33(4):1 – 12. Doi:10.1038/ijo.2009.118.
- Shand, T., Herstad, M., Pawlak, P., Paine, T., Nkurunziza, J.M., Khanyile, N. & Tall, S. 2013. *Good Practice Brief on Male Involvement in GBV Prevention and Response in Conflict, Post-Conflict and Humanitarian Crisis Settings in Sub-Saharan Africa*. Sonke Gender Justice Network, Cape Town, South Africa.
- Shefer, T., Clowes, L., & Vergnani, T. 2012. Narratives of transactional sex on a university campus. *Culture, Health and Sexuality*. 14(4), 435–447.
- Sierra, J.C., Gutierrez-Quintanilla, R., Bermudez, M.P. & Buella-Casal, G. 2009. Male sexual coercion: Analysis of a few associated factors. *Psychological Reports*. 105:69-79.
- Silverman, D. 2001. *Interpreting qualitative data: methods for analysing talk, text, and*

*interaction*. 2<sup>nd</sup> ed. London: SAGE Publications.

Silverman, D. 2002. *Qualitative research: theory, method, and practice*. London: Sage Publications.

Silverman, D. 2006. *Interpreting qualitative data: methods for analysing talk, text and interaction*. 3<sup>rd</sup> ed. London: Sage.

Singleton, R., Straits, B. & Straits, M. 1993. *Approaches to Social Research*. New York: Oxford University Press.

Sipsma, E., Carrobles-Isabel, J. A., Montorio Cerrato, I., & Everaerd, W. 2000. Sexual aggression against women by men acquaintances: Attitudes and experiences among Spanish university students. *Spanish Journal of Psychology*. 3:14-27.

Shorey, R. C., Stuart, G. L. & Cornelius, T. L. 2011. Dating violence and substance use in college students: a review of the literature. *Aggression and Violent Behavior*. 16(6): 541-550. DOI:10.1016/j.avb.2011.08.003

Sonke Gender Justice Network, 2012. *OMC handbook*. Cape Town: Sonke, 22..

Soudien, C. 2010. Grasping the nettle? South African higher education and its transformative imperatives. *South African Journal of Higher Education*. 24(5):881-896.

South African National Youth Risk Behaviour survey (First), 2002. Available:

<http://www.info.gov.za/view/DownloadFileAction?id=123902> [2013, September 25].

South African Police Service. 2015. *Crime situation in South Africa* (released 29 September 2015). Available:

[http://www.saps.gov.za/resource\\_centre/publications/statistics/crimestats/2015/crime\\_stats.php](http://www.saps.gov.za/resource_centre/publications/statistics/crimestats/2015/crime_stats.php) [2016 July 21].

Stake, R.E. 2006. *Multiple Case Study Analysis*. London: The Guilford Press.

Steckler, A. & Linnan, L., 2002a. In *Process Evaluation for Public Health Interventions and Research*. A. Steckler & L. Linnan Eds. San Francisco: Jossey-Bass. 1 – 24.

Stern, E., Buikema, R. & Cooper, D. 2016. South African women's conceptualisations of and responses to sexual coercion in relation to hegemonic masculinities. *Global Public Health*. 11(1-2), 135-152. DOI:10.1080/17441692.2015.1032993

Stewart, A.L. 2014. The Men's Project: a sexual assault prevention program targeting college men. *Psychology of Men & Masculinity*. 15(4):481-485. DOI: <http://dx.doi.org/10.1037/a0033947>

Sullivan, C.M. & Cain, D. 2004. Ethical and safety considerations when obtaining information from or about battered women for research purposes. *Journal of Interpersonal Violence*. 19(5):603-18.

Swartout, K., M., Koss, P., White, J.W., Thompson, M.P., Abbey, A., Bellis, L. 2015. Trajectory analysis of the campus serial rapist assumption. *JAMA Pediatrics (American Medical Association)*. 169: 1148–54. doi:10.1001/jamapediatrics.2015.0707. PMID 26168230

Teicher, M.H. Tomoda, A. & Andersen, S.L. 2006. Neurobiological consequences of early stress and childhood maltreatment: are results from human and animal studies comparable?. *Annals of the New York Academy of Science*, (1071):313-323.

Tjaden, P., & Thoennes, N., 2000. *Extent, nature, and consequences of intimate partner violence*. Washington, DC: U.S. Department of Justice.

Thompson, M. P., Koss, M. P., Kingree, J. B., Goree, J., & Rice, J. 2010. A prospective mediational model of sexual aggression among college men. *Journal of Interpersonal Violence*. 26(13): 2716-2734. DOI: 10.1177/0886260510388285

Tora, A. 2013. Assessment of sexual violence against female students in Wolaita Sodo University, Southern Ethiopia. *Journal of Interpersonal Violence*. 28(11):2351-2367.

Torres, V. M., Goicolea, I., Edin, K., & Ohman, A. 2012. Expanding your mind': the process of constructing gender-equitable masculinities in young Nicaraguan men participating in reproductive health or gender training programs. *Global Health Action*. 5:173-186.

Turchik, J. A. & Wilson, S. M. 2010. Sexual assault in the US military: a review of the literature and recommendations for the future. *Aggression and Violent Behavior*. 15(4): 267-277. DOI:10.1016/j.avb.2010.01.005

Ullman, S. E., Karabatsos, G. & Koss, M. P. 1999. Alcohol and sexual assault in a national sample of college women. *Journal of Interpersonal Violence*. 14(6):603-625.

Van den Berg, W., Hendricks, L., Hatcher, A., Peacock, D., Godana, P. & Dworkin, S. 2013. One Man Can: Shifts in fatherhood beliefs and parenting practices following a gender-transformative programme in Eastern Cape. South Africa. *Gender Development*. 21(1):111-125.

Van Deurssen, E. H.A.M., Pronk, A., Meijster,, T., Tielemans, E., Heederik, D. & Oude Hengel, K. M. 2015. Process evaluation of an intervention program to reduce occupational quartz exposure among Dutch construction workers. *Journal of Occupational & Environmental Medicine*. 57(4): 428-435. DOI: 10.1097/JOM.0000000000000382

Vogel, I. 2012. Review of the use of 'Theory of Change' in international development: review report. London: Department for International Development (DFID). Available: [http://r4d.dfid.gov.uk/pdf/outputs/mis\\_spc/DFID\\_ToC\\_Review\\_VogelV7.pdf](http://r4d.dfid.gov.uk/pdf/outputs/mis_spc/DFID_ToC_Review_VogelV7.pdf) [2016, May 27].

Wang, C., Dong, X., Yang, J., Ramirez, M., Chi, G., Peek-Asa, C. & Wang, S. 2015. Sexual violence experienced by male and female Chinese college students in Guangzhou. *Injury Prevention*. 21(E1): e99-e104.

White, J.W. & Koss, M.P. 1993. Adolescent sexual aggression within heterosexual relationships: Prevalence, characteristics and causes. In *The Juvenile Sex Offender*. H.E., W.L. Marshall, & S.M. Hudson, Eds. New York: Guilford Press. 182-202.

White, J.W. & Smith, P.H. 2004. *A longitudinal perspective on physical and sexual intimate partner violence against women* (Report no. NCJ 199708). Washington, DC: National Institute of Justice. Available: <https://www.ncjrs.gov/pdffiles1/nij/199708.pdf> [2015, September 16]

Wilhelmsson, S. & Foldevi, M. 2003. Exploring views on Swedish district nurses' prescribing—a focus group study in primary health care. *Journal of Clinical Nursing*. 12(5): 643-650. DOI: 10.1046/j.1365-2702.2003.00716.x

Wolcott, H. F. 1994. *Transforming qualitative data: description, analysis, and interpretation*. Thousand Oaks, Calif: Sage Publications.

Williams, J.E. 2007. Rape culture. In *Blackwell Encyclopedia of Sociology*. G. Ritzer, Ed. George. Blackwell Publishing Inc. DOI:1111/b.9781405124331.2007.x.

Wolhuter, B. 2013, 28 March. Memorial for student rapes, killed in residence. *The Mercury*. first edition, 28 March: 4.

Wood, K. 2005. Contextualising group rape in post-apartheid South Africa. *Culture, Health and Sexuality*. 7(4):303-317.

Wood, K., Lambert, H. & Jewkes, R. 2007. Showing roughness in a beautiful way: Talk about love, coercion, and rape in South African youth sexual culture. *Medical Anthropology Quarterly*. 21(3):277-300.

World Health Organization, 2002. *World report on violence*. Available: [http://www.who.int/violence\\_injury\\_prevention/violence/world\\_report/en/](http://www.who.int/violence_injury_prevention/violence/world_report/en/) [2013, April 23].

World Health Organization, 2010. *World report on health and violence*. Available: <http://whqlibdoc.who.int/hq/2002/9241545615.pdf> [2013, September 23].

World Health Organization, 2013. *Global and regional estimates of violence against women: Prevalence and health effects of intimate partner violence and non-partner sexual violence*. Geneva: World Health Organisation.

World Medical Association. 2013. World Medical Association Declaration of Helsinki: ethical principles for medical research involving human subjects. *Jama*. 310(20):2191.

Xu, S., Xie, L. & Chen, M. 1998. A survey of sexual victimization among 178 Chinese female college students. *International Medical Journal*. 5:113-117.

Yin, R.K. 2009. *Case Study Research, Design and Methods*, 4<sup>th</sup> ed. Applied Social Research Methods Series, Volume 5. London: Sage.

Yin, R. K. 2014. *Case study research: design and methods*. 5<sup>th</sup> ed. Los Angeles: SAGE.

Yllo, K. A. 2005. Through a feminist lens: Gender, diversity and violence: extending the feminist framework. In *Current controversies on family violence*. 2<sup>nd</sup> ed. D.R. Loseke, R.J. Gelles & M.M. Cavanaugh. Eds. Thousand Oaks, CA: Sage. 19-34.

Yu, K. 2004. *The results and tasks of the anti-sexual violence movement*. Seoul, South Korea: Korea Sexual Violence Relief Centre, 99-116.

## List of Appendices

1	Permission from Sonke to use their One Man Can	A
2	Ethical clearance	B
3	Permission from the student director to access residences	C
4	Letter to the sub-wardens, house committee and wardens of student residences	D
5	Information letter to participants (adapted from the MRC)	E
6	Informed consent	F
7	Pledge form	G
8	Pre-intervention focus group guide	H
9	Observation guide	I
10	Weekly reflections	J
11	Adaptation process (and content of all workshops)	K
12	Post-intervention focus group guide	L
13	Semi-structured interview guide	M
14	Men With Conscience Manual	N
15	Tables of the data analysed	O

**Appendix A: Permission from Sonke to use their One Man Can Intervention  
(see attached on separate Pdf format)**

**Appendix B: Ethical clearance (see attached on separate Pdf format)**

**Appendix C: Approval from Student Director to access student residences (see attached Pdf format)**

**Appendix D: Letter to sub-wardens, house committee and warden of the student residence**

**4 August 2014**

Dear Sub-warden & house committee members

My name is Tania de Villiers and I am a doctoral (PhD) student at the University of Cape Town (UCT), Division of Nursing and Midwifery, Department of Health and Rehabilitation Sciences, Health Sciences Faculty. As part of the fulfilment of my degree I am conducting research to determine the process of adaptation and implementation of the One Man Can (OMC) intervention programme with male students which can provide valuable information on the development of programmes to prevent sexual violence within university residences. This type of research has not previously been conducted in SA. Your participation in this study is therefore critical in the development of new knowledge on prevention of sexual violence in university residences.

Title of the study: ***“Engaging male students in the adaptation process of the One Man Can (OMC) intervention to inform sexual violence prevention strategies in student residences: A case study.”***

#### **What procedures will be involved?**

This study will consist of a number of activities as follows:

- 1) One focus group discussion on beliefs around sex and men’s behaviour towards women before the intervention.
- 2) One focus group discussion after the intervention on your experiences on development of the intervention. Each focus group discussion will be 1 – 1½ hours long, not exceeding 1½ hours.
- 3) At least 4 workshops, of which the time and date will be determined between the participants and the researcher, to ensure that the workshops are scheduled at a convenient time for participants, e.g. not during exam and test weeks. These workshops will consist of interactive activities and discussions around sexual issues and men’s views on sexual behaviour and will be facilitated by trained facilitators experienced in working with men. Each workshop will last about 45 to 60 minutes.

There are no right or wrong answers and you will not be examined on anything. If you need clarity on any aspect of the study, please feel free to clarify these with me. I will ask your permission to audio- record sessions, but this is to help me remember everything that was shared in the sessions. Participants who refuse permission to audio-recordings will not be excluded from the study and the researcher will refrain from audio-recordings in such a case. I will also be making notes to assist me when I write my final report. If at any stage you feel uncomfortable with any of the recordings, I will stop such recordings. No information will be reported on without your permission.

### **Are there any risks or discomforts from participating in this study?**

Discussions will be conducted in a private space, so the only potential risk to you might be discomfort around answering certain questions around sexual violence. Every effort will be made to protect participants from emotional distress, and the researcher will engage a professional therapist to be on standby in the event of emotional distress. For those who want to report sexual violence experiences, the DISCHO office can be contacted on 072 393 7824 at all hours. In the event of a participant disclosing sexual violence perpetration during any of the research activities, the researcher will be legally obliged according to the Criminal Law (Sexual Offences and related matters) Amendment Act 32 of 2007, section 54 and section 110 of the Children's Act 38 of 2005, to report such incident to the South African police.

### **Benefits of this study**

There may be no direct benefits to you from participating in this study, but the information obtained from your contributions and participation will be vital in developing strategies to prevent sexual violence from happening in student residences. This information can assist in the development of programmes which can benefit students in other parts of South Africa. By participating in this study you will also receive training on current issues related to sexual violence prevention within the larger community.

### **What are your rights as a participant?**

Your participation in this study is entirely voluntary. You can withdraw at any stage of the study without giving any reason. Some of the questions are very personal, but you can skip any question you do not want to answer and you are free to stop answering questions at any stage. The researcher will give each participant R100 at the end of the study to compensate for your time and inconvenience for participation in the study. At the end of each session, a finger lunch will be served.

### **Confidentiality**

All information you provide will be treated absolutely confidentially. The consent forms that you will be asked to sign will be securely stored and only the researcher and her research supervisors will have access to them. No names will be reflected on any documents or activities and any answer given will not be linked to the consent form.

The results of the study will be presented in a respectful manner and no information which could enable anyone to identify you personally will be reported. If you would like to be informed of the progress of this study, the researcher will be happy to share any publications or reports produced as a result of your participation.

### **Has the study received ethical approval?**

Yes, the University of Cape Town, Faculty of Health Sciences Human Research Ethics Committee (HREC) granted permission to conduct this study. The approval reference number is **HREC REF 163/2014** and you may contact the HREC at any stage regarding your rights or welfare as research participants. They can be contacted using the following details outlined below:

Chairperson of the Faculty of Health Sciences Human Research Ethics Committee:

Professor Marc Blockman

Tel: 021 406 6496

Email: marc.blockman@uct.ac.za

Dr Theresa Burgess

Tel: 021 406 6171

Email: theresa.burgess@uct.ac.za

Permission to access student residences have been obtained from Dr Moonira Khan (Director of student affairs, UCT) and the college of wardens.

My **research supervisors'** contact details are below. You can contact any of my research supervisors if you have any questions regarding the research, at any stage.

#### **1. Associate Professor Sinegugu Duma**

***(Also Lady Warden at Baxter residence)***

Tel: 021 406 6321 (office); 021 650 3930 (residence)

Email: Sinegugu.Duma@uct.ac.za

#### **2. Professor Naeema Abrahams**

Medical Research Council (MRC) of South Africa

Tel: 021 938 0445

Email: Naeema.Abrahams@mrc.ac.za

### **What do I do if I wish to participate in this study?**

If you wish to participate in this study, you can complete the consent form and attend the sessions as outlined below: All sessions will be held at the Baxter dining hall.

<b>Nr. of sessions</b>	<b>Nature of sessions</b>	<b>Date &amp; time</b>	<b>Venue</b>
1	Pre-focus group	Sunday, 17 August, 4pm	Baxter dining hall
2	Workshop 1	Sunday, 24 August, 4pm	
3	Workshop 2	Sunday, 31 August, 4pm	
4	Workshop 3	Sunday, 7 Sept, 4pm	
5	Workshop 4	Sunday, 14 Sept, 4pm (TBC)	
6	Post-focus group	Day & date TBC with group	

You may contact the principal investigator Mrs Tania de Villiers at:

**Tel: 084 859 6055**

**Email: [tania.devilliers@uct.ac.za](mailto:tania.devilliers@uct.ac.za)**

## **Appendix E: Information letter to participants**

**Title of the study:** “Engaging male students in the adaptation process of the One Man Can (OMC) intervention to inform sexual violence prevention strategies in student residences: A case study.”

### **Introduction**

My name is Tania de Villiers and I am a doctoral (PhD) student at the University of Cape Town (UCT), Division of Nursing and Midwifery, Department of Health and Rehabilitation Sciences, Health Sciences Faculty. As part of the fulfilment of my degree I am conducting research to determine the process of adaptation and implementation of the One Man Can (OMC) intervention programme with male students which can provide valuable information on the development of programmes to prevent sexual violence within university residences. This type of research has not previously been conducted in SA. Your participation in this study is therefore critical in the development of new knowledge on prevention of sexual violence in university residences.

### **What procedures will be involved?**

This study will consist of a number of activities as follows:

- 1) One focus group discussion on beliefs around sex and men's behaviour towards women before the intervention.
- 2) One focus group discussion after the intervention on your experiences on development of the intervention. Each focus group discussion will be 1 – 1½ hours long, not exceeding 1½ hours.
- 3) At least 4 workshops, of which the time and date will be determined between the participants and the researcher, to ensure that the workshops are scheduled at a convenient time for participants, e.g. not during exam and test weeks. These workshops will consist of interactive activities and discussions around sexual issues and men's views on sexual behaviour and will be facilitated by trained facilitators experienced in working with men. Each workshop will last about 45 to 60 minutes.

There are no right or wrong answers and you will not be examined on anything. If you need clarity on any aspect of the study, please feel free to clarify these with me. I will ask your permission to audio-record sessions, but this is to help me remember everything that was shared in the sessions. Participants who refuse permission to audio-recordings will not be excluded from the study and the researcher will refrain from audio-recordings in such a case. I will also be making notes to assist me when I write my final report. If at any stage you feel uncomfortable with any of the recordings, I will stop such recordings. No information will be reported on without your permission.

### **Are there any risks or discomforts from participating in this study?**

Discussions will be conducted in a private space, so the only potential risk to you might be discomfort around answering certain questions around sexual violence. Every effort will be made to protect participants from emotional distress, and the researcher will engage a

professional therapist to be on standby in the event of emotional distress. For those who want to report sexual violence experiences, the DISCHO office can be contacted on 072 393 7824 at all hours. In the event of a participant disclosing sexual violence perpetration during any of the research activities, the researcher will be legally obliged according the Criminal Law (Sexual Offences and related matters) Amendment Act 32 of 2007, section 54 and section 110 of the Children's Act 38 of 2005, to report such incident to the South African police.

### **Possible benefits of this study**

There may be no direct benefits to you from participating in this study, but the information obtained from your contributions and participation will be vital in developing strategies to prevent sexual violence from happening in student residences. This information can assist in the development of programmes which can benefit students in other parts of SA.

### **What are your rights as a participant?**

Your participation in this study is entirely voluntary. You can withdraw at any stage of the study without giving any reason. Some of the questions are very personal, but you can skip any question you do not want to answer and you are free to stop answering questions at any stage. The researcher will give each participant R100 at the end of the study to compensate for your time and inconvenience for participation in the study.

### **Confidentiality**

All information you provide will be treated absolutely confidentially. The consent forms that you will be asked to sign will be securely stored and only the researcher and her research supervisors will have access to them. No names will be reflected on the questionnaires and any answer given will not be linked to the consent form.

The results of the study will be presented in a respectful manner and no information which could enable anyone to identify you personally will be reported. If you would like to be informed of the progress of this study, the researcher will be happy to share any publications or reports produced as a result of your participation. Although all information shared during the research activities will be confidential, in the event, during any of the research activities, of a participant disclosing sexual violence perpetration on a minor (any person under the age of 18 years old) or a disabled person (physically and/or mentally), the researcher will be legally obliged according the Criminal Law (Sexual Offences and related matters) Amendment Act 32 of 2007, section 54 and section 110 of the Children's Act 38 of 2005, to report such incident to the South African Police Services (SAPS). Although current South African law is not clear about

reporting sexual violence perpetration of an adult person, the researcher will have a moral obligation to report such incident in the event of such disclosure.

### **Has the study received ethical approval?**

Yes, the University of Cape Town Faculty of Health Sciences Human Research Ethics Committee (HREC) granted permission to conduct this study. The approval reference number is **HREC REF 163/2014** and you may contact the HREC at any stage regarding your rights or welfare as research participants. They can be contacted using the following details outlined below:

### **Chairperson of the Faculty of Health Sciences Human Research Ethics Committee:**

Professor Marc Blockman

Tel: 021 406 6496

Email: [marc.blockman@uct.ac.za](mailto:marc.blockman@uct.ac.za)

Dr Theresa Burgess

Tel: 021 406 6171

Email: [theresa.burgess@uct.ac.za](mailto:theresa.burgess@uct.ac.za)

[You can contact any of the researcher's supervisors if you have any questions regarding the research, at any stage. Their contact details are as follows:](#)

### **Research supervisors:**

Associate Professor Sinegugu Duma

Tel: 021 406 6321

Email: [Sinegugu.Duma@uct.ac.za](mailto:Sinegugu.Duma@uct.ac.za)

Professor Naeema Abrahams

Medical Research Council (MRC) of South Africa

Tel: 021 938 0445

Email: [Naeema.Abrahams@mrc.ac.za](mailto:Naeema.Abrahams@mrc.ac.za)

### **What do I do if I wish to participate in this study?**

If you have any questions about the research, and you agree to participate in this study, you will be asked to complete a consent form and state that your participation is voluntary.

You may contact the principal investigator Mrs Tania de Villiers at:

Tel: 021 406 6428/6463.

Email: [tania.devilliers@uct.ac.za](mailto:tania.devilliers@uct.ac.za)

### **Appendix F: Informed consent form**

I hereby confirm that the person seeking my informed consent to participate in this study has given me information to my satisfaction. She explained to me the purpose, procedures involved, risk and benefits and my rights as a participant in the study. I have received the information leaflet for the study and have had sufficient time to read it on my own or had it read to me. I have asked the necessary questions and I am satisfied as to the explanation of my participation in this study.

I have been told that the information I give to the study will together with other information gathered from other people, be anonymously processed into a research thesis and scientific publication.

I am aware that in the event of my disclosure of sexual violence perpetration, the researcher will have an obligation to report such disclosure to the South African Police Services as outlined in the information letter, which I have read and understood.

I am aware that it is my right to withdraw my consent from this study without any consequences for me. I hereby freely and voluntarily give my consent to participate in the study and have no objections to the focus group discussions being audio-recorded.

Participant's name: \_\_\_\_\_ (Please print)

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's name: \_\_\_\_\_ (Please print)

Researcher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix G: Pledge form**

To be completed by each participant who agrees to participate in this study.

I hereby promise not to divulge any information that will be discussed during this study or mention any names used during the sessions, to any person outside of this study. I promise to keep all information confidential.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix H: Pre-intervention focus group guide (adapted from Curtis, 2013)**

The current statistics on sexual violence in South Africa are rising, with no evidence of any decline. Sadly the university, as part of the wider society, is also affected by this. The media reports sexual violence on a daily basis, with some horrific accounts. As a researcher I am interested in your views about factors that contribute to sexual violence in university residences.

1. Have you ever participated in any intervention on sexual violence? If so, which one?
2. When thinking about your university environment, what factors do you think are contributing to or causing sexual violence?
3. What factors do you think protect against sexual violence?
4. What do you think a plan for preventing sexual violence in your university should include?
5. Who else do you think we should talk to or interview?

## Appendix I: Observation guide

Process Evaluation Question		Elements of process evaluation	Researcher's notes
1.	To what extent was the intervention implemented consistently with the objectives of the manual?	Fidelity	
2.	To what extent were all of the intended components of the intervention programme provided to participants?	Dose delivered	
3.	To what extent were all materials (written and audio-visual) designed for use in the intervention used?		
4.	To what extent was all of the intended content covered?		
5.	To what extent were all of the intended methods, strategies and/or activities used?	Dose received	
6.	To what extent were participants who were present at intervention activities, engaged in the activities?		
7.	How did participants react to specific aspects of the intervention?		
8.	To what extent did participants engage in recommended follow-up behaviour?		
9.	How many participants attended each session? – complete the attendance register at each session.	Reach	
10.	How many participated in at least one half of the possible session?		
11.	What planned and actual procedures were used to encourage continued involvement of participants?	Recruitment	
12.	What were the barriers to maintaining involvement of participants?		
13.	What other factors influenced the intervention implementation?	Context	

Adapted from: Saunders, Evans& Joshi, 2005.

## Appendix J: Weekly Reflections

1. What did the session mean to you today?

---

---

---

---

---

---

2. In your opinion, could the session have been done differently? If so, how?

---

---

---

---

---

---

3. Were there any aspects of today's session that resonated with you? If so, explain why.

---

---

---

---

---

---

4. If the session did not resonate with you, explain why.

---

---

---

---

---

---

5. Any other comments?

---

---

---

---

---

---

**Appendix K: Adaptation process (separate page in landscape format)**

## **Appendix L: Post-intervention focus group guide**

You have come to the last phase of this study and thank you for your commitment and valuable contributions you have made towards this study and the development of the intervention to prevent sexual violence in university residences.

I would like to find out how you experienced this journey.

1. How would you describe your experience after attending all these sessions?
2. What was the “take home” message for you after attending the sessions every week?
3. If there was anything that you could change, what would that be?
4. Are there any other aspects that you feel need to be addressed? If so, with whom?

## **Appendix M: Post intervention interview guide**

You participated in the adaptation of the OMC intervention, which developed into the Men With Conscience intervention, of which you were part of and made valuable contributions. We are now six months post-interventions and I would like to find out how this intervention has impacted you over the last six months in terms of your attitudes, beliefs and behaviour towards the issue of sexual violence in student residences.

1. Has this intervention made an impact in the way you conducted yourself as a person, i.e. your perceptions of sexual violence as an individual male? If so, explain how. If not, explain why.
2. Has this intervention made an impact in the way you conducted your leadership roles in the student residences? If so, explain how. If not, explain why.
3. Do you think interventions such as MWC has a place in the university structure? Explain your answer.
4. In your opinion, when do you think this intervention should be conducted in the university calendar? Explain your answer.
5. What aspects of the workshops do you consider useful in the fight against sexual violence and prevention of sexual violence in the residences?
6. What aspects of the workshops did not add value to the fight against sexual violence?

# MEN WITH CONSCIENCE

Engaging Environment Learning  
Sexual violence can be prevented

*To prevent sexual violence against women*

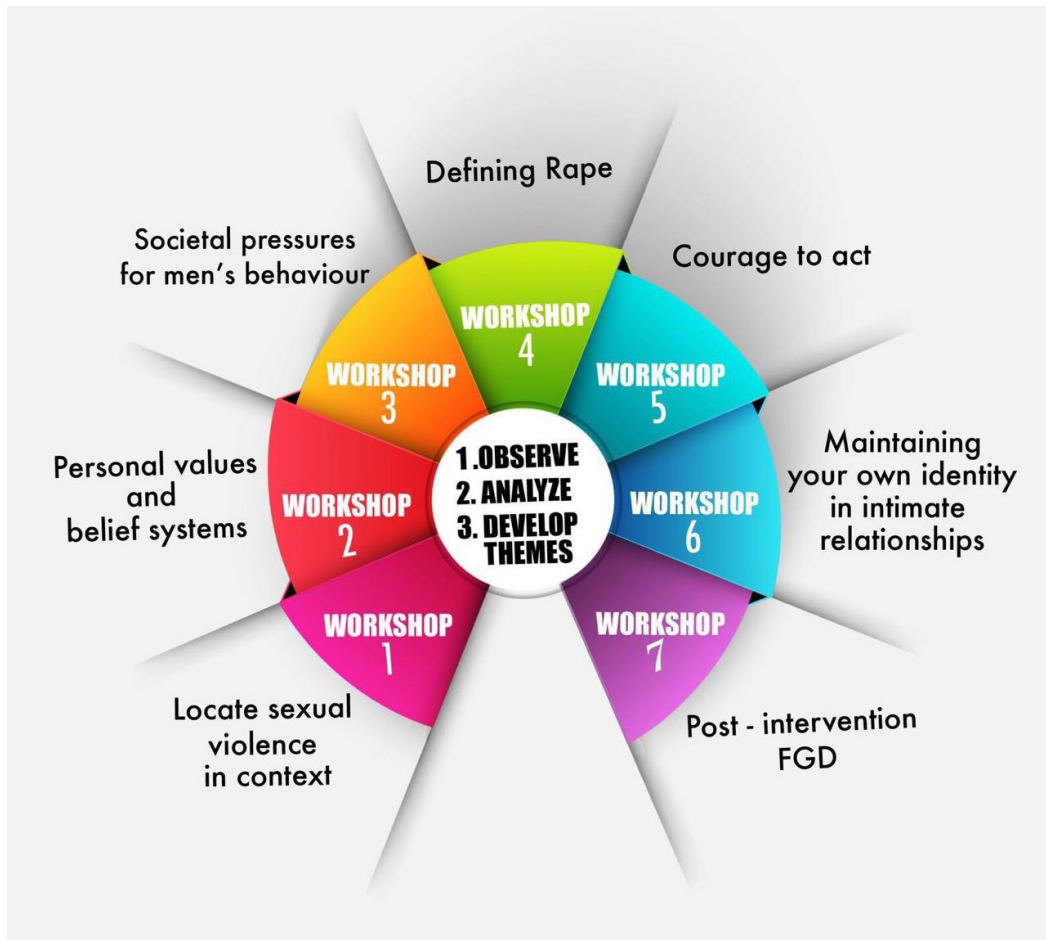


“GETTING CONSENT WAS REALLY A WAKE UP CALL”  
“FEELING FREE TO TALK ABOUT A DIFFICULT ISSUE  
LIKE SEXUAL VIOLENCE”

**TANIA DE VILLIERS**



## Men With Conscience model



**Principles of the MWC model:**



## Workshop 1: Locate sexual violence in a university context

Locating context	Content
<p><b>Objective:</b> To assess the nature and social context of sexual violence in student residences</p> <p><b>Materials:</b> - A space to conduct a group - Chairs in a circle</p> <p><b>Time:</b> 45 minutes</p>	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Arrange chairs in a circle for participants to engage in discussion, facing each other and the facilitator.</li> <li>2. Allow participants to introduce each other, introduce the facilitators and the objective of the study.</li> <li>3. Explain to participants the objective of the focus group today and the flow of events.</li> <li>4. The session will start with a question, followed by more questions that will guide the discussion.</li> <li>5. Guiding questions for discussion: (also see Appendix H). <ul style="list-style-type: none"> <li>• Have you ever participated in any intervention on sexual violence? If so, which one?</li> <li>• When thinking about your university environment, what factors do you think are contributing to or causing sexual violence?</li> <li>• What factors do you think protect against sexual violence?</li> <li>• What do you think a plan for preventing sexual violence in your university should include?</li> <li>• Who else do you think we should talk to or interview?</li> </ul> </li> </ol> <p><b>Facilitator's notes:</b></p> <p>The current statistics on sexual violence in South Africa are rising, with no evidence of any decline. Sadly, the university environment as part of the wider society is also affected by this. This pre-focus group discussion is a good way to assess where the young male student leaders are at and how they view and experience sexual violence within the student residence system.</p>

## Workshop 2: Personal values and belief systems

MWC	Content
<p><b>Theme/Title:</b> Personal values and belief systems</p> <p><b>Objective:</b> To explore values and attitudes around sexual violence and men</p> <p><b>Materials:</b> 1. Four signs “Strongly Agree” “Strongly Disagree” “Agree” “Disagree” 2. Flip chart paper (to jot comments)</p> <p><b>Time:</b> 45 minutes</p>	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Before the activity begins, put up the four signs around the room, leaving enough space between them to allow a group of participants to stand near each on. Review the statements provided in the facilitator’s notes section and choose five or six that you think will lead to the most discussion.</li> <li>2. Explain to the participants that this activity is designed to give them a general understanding of their own and each other’s values and attitudes about gender. Remind the participants that everyone has a right to his or her own opinion, and no response is right or wrong.</li> <li>3. Read aloud the first statement you have chosen: <b><i>“It is easier to be a man than it is to be a woman”</i></b>. Ask participants to stand near the sign that says what they think about the statement. After the participants have moved to their sign, ask for one or two participants beside each sign to explain why they are standing there and why they feel this way about the statement.</li> <li>4. After a few participants have talked about their attitudes towards the statement, ask if anyone wants to change their mind and move to another sign. Then bring everyone back together and read the next statement: <b><i>“women who wear short skirts invite rape”</i></b>. Repeat steps 3 and 4. Continue for each of the statements that you chose. Other statements are: <ul style="list-style-type: none"> <li>• <b><i>Sex is more important to men than to women”</i></b></li> <li>• <b><i>If a man is sexually aroused it is very difficult for him not to have sex”</i></b></li> </ul> </li> <li>5. After discussing all of the statements, lead a discussion about values and attitudes about gender by asking these questions: <ul style="list-style-type: none"> <li>• <b>Which questions or statements were difficult to give an opinion on, if any?</b></li> <li>• <b>Why was it difficult to give an opinion on certain statements?</b></li> <li>• <b>When a man is sexually aroused, do you think it plays a role in sexual harassment or rape?</b></li> </ul> </li> </ol>

### Workshop 3: Societal pressures for men's behaviour

MWC	Content
<p><b>Theme/Title:</b> Societal pressures for men's behaviour</p> <p><b>Objective:</b></p> <p><b>Materials:</b> 1) Flip chart paper 2) Markers 3) Koki pens</p> <p><b>Time:</b> 60 minutes</p>	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Divide participants into two groups of at least 6 participants per group.</li> <li>2. Give each group a sheet of flip chart paper and koki's for writing.</li> <li>3. The one group has to discuss the following question: <b><i>What does it mean to be a man?</i></b></li> <li>4. The second group has to discuss the following question: <b><i>What expectations do society place on us for being men?</i></b></li> <li>5. Give participants 20 minutes to discuss these questions in their respective groups then allow each group to share their thoughts and views to the larger group.</li> <li>6. Based on the issues raised, lead a discussion around the important issues.</li> <li>7. Issues raised may include the following: <ul style="list-style-type: none"> <li>• <b><i>society prescribes how men should behave</i></b></li> <li>• <b><i>women are not respected</i></b></li> <li>• <b><i>the influence of social values and norms</i></b></li> </ul> </li> <li>8. Conclude the discussion by summarizing important points raised.</li> </ol>

## Workshop 4: Defining Rape

MWC	Content
<p><b>Title:</b> Defining Rape</p> <p><b>Objective:</b> To inform participants on what it means to have consensual sex</p> <p><b>Materials:</b></p> <p><b>Time:</b> 60 minutes</p>	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Divide the larger group into smaller groups of 3 each.</li> <li>2. Give each participant a copy of the legislation on Rape.</li> <li>3. Give each group a case scenario based on real life events – (see cases for discussion below)</li> <li>4. Allow each group 10 minutes to read the scenario and discuss the questions at the end of the scenario, with reference to the legislation on rape.</li> <li>5. After participants in each group read the scenarios and discussed their responses, ask each group to share their case scenario and their responses to each of the questions raised in the scenario.</li> <li>6. Continue this exercise until all groups participated and shared their views with the larger group.</li> </ol> <p><b>Cases for discussion:</b></p> <ol style="list-style-type: none"> <li>4) Two gay men drinking at a bar and they discuss having sex.</li> <li>5) A man and a women engaging in sex and the women decides midway she doesn't want to continue.</li> <li>6) A women drinks with a guy at a bar and wakes up in his bed the next day.</li> </ol> <p>7. In closing, summarise each group's responses in light of what they think rape is in relation to the legislation.</p>

## Workshop 5: Courage to act

MWC	Content
<p><b>Theme/Title:</b> Courage to act</p> <p><b>Objective:</b> To explore men's perceptions of their degree of courage in bystander intervention</p> <p><b>Materials:</b></p> <p><b>Time:</b> 60 minutes</p>	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Participants seated with chairs in a circle facing each other and the facilitator.</li> <li>2. Inform participants that the session will be looking at their level of courage to intervene in a situation they feel is abusive.</li> <li>3. Give each participant a scenario which they need to read and decide which level of courage it would take to intervene, e.g. least courage, some courage or most courage.</li> <li>4. Put these headings, <b>Least courage</b>, <b>Some courage</b> or <b>Most courage</b> on a board.</li> <li>5. Ask participants the following question: "Based on your knowledge you've gained the last few weeks, decide how you will intervene if you will intervene, e.g. least courage, some courage or most courage to intervene.</li> <li>6. Ask each participant to put his scenario under the level of courage he felt it would take to intervene. Scenarios were: <ul style="list-style-type: none"> <li>• <b><i>If there is a conflict in a marriage</i></b></li> <li>• <b><i>Men joking about women's clothing, what would you do?</i></b></li> <li>• <b><i>If your friend is abusing his girlfriend</i></b></li> </ul> </li> </ol> <p><b>Facilitator's notes:</b></p> <p>This activity looks at bystander intervention and helps participants to consider their role in bystander intervention. It looks at the level of courage participants think it would take to intervene in certain scenarios related to sexual violence perpetration.</p>

## Workshop 6: Maintaining your own identity in intimate relationships

MWC	Content
<p><b>Theme/Title:</b> Maintaining your own identity in intimate relationships</p> <p><b>Objective:</b> To be able to identify healthy vs and unhealthy relationship</p> <p><b>Materials:</b> A space for discussion</p> <p><b>Time:</b> 60 minutes</p>	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>Put up 3 signs up with the following headings: <b>Healthy, Unhealthy &amp; Depends</b></li> <li>Put chairs in a circle and seat participants in a circle.</li> <li>Explain to participants that today's session will look at relationships.</li> <li>Question for discussion: <ul style="list-style-type: none"> <li><b><i>If you think of relationships, what do you think are some of the qualities of a healthy relationship?</i></b></li> </ul> <p>Some qualities: Communication Trust Openness</p> </li> <li>Give each participant a statement. Statements were: <ul style="list-style-type: none"> <li><b><i>- One person hits the other in order to have this person obey him or her</i></b></li> <li><b><i>- Sex is not talked about</i></b></li> <li><b><i>- You are in control and you are able to do what you want to so</i></b></li> <li><b><i>- You argue &amp; fight often</i></b></li> <li><b><i>- You stay in the relationship because it is better than being alone</i></b></li> <li><b><i>- You will do anything for your partner</i></b></li> <li><b><i>- One person usually makes every decision for the couple</i></b></li> <li><b><i>- Your partner is still close to his or her ex-boyfriend or ex-girlfriend</i></b></li> </ul> </li> <li>Let each participant put a statement under a heading he thinks fits the statement.</li> <li>Tell participants to scan through these &amp; if you feel any of these statements need to move then move and lets discuss.</li> <li>Let all participants have a look at what each other put where and lead the discussion in cases where different choices were made.</li> <li>Repeat 6 – 8 for each question.</li> </ol> <p><b>Facilitator's notes:</b> This activity looks at how men perceive healthy versus unhealthy relationships and how they think they will respond in each case. What their reactions will be in case of sexual abuse, either personally or as bystanders/observers of abuse.</p>

## **Workshop 7: Post intervention focus group discussion**

This session is a space at the end of the intervention, which essentially enables participants to reflect on the process, discussions and interactions around the issue of sexual violence prevention in the university residence system as well as the broader university campus. Possible questions include the following:

1. How would you describe your experience after attending all these sessions?
2. What was the “take home” message for you after attending the sessions every week?
3. If there was anything that you could change, what would that be?
4. Are there any other aspects that you feel need to be addressed? If so, with whom?

## Outcomes of the Men With Conscience model



## Appendix O: Details of the analysis

**Table 6: Themes related to the knowledge, perceptions and experiences of sexual violence in student residences – Pre-OMCI adaptation workshop FGD**

Theme	Sub-themes	Categories
Locate sexual violence in a university context	Defining sexual violence	<ul style="list-style-type: none"> <li>The need for information on sexual violence</li> </ul>
		<ul style="list-style-type: none"> <li>Knowing the contributing factors</li> </ul>
		<ul style="list-style-type: none"> <li>Need for information for self</li> </ul>
		<ul style="list-style-type: none"> <li>the need to create awareness for others</li> </ul>
	Need for space for dialogue	<ul style="list-style-type: none"> <li>Engaging in discussion</li> </ul>
		<ul style="list-style-type: none"> <li>Safe and comfortable space</li> </ul>
		<ul style="list-style-type: none"> <li>Sharing views and opinions</li> </ul>
	Proactive role in prevention of sexual violence	<ul style="list-style-type: none"> <li>Men care about preventing sexual violence</li> </ul>
		<ul style="list-style-type: none"> <li>Learning from each other</li> </ul>
<ul style="list-style-type: none"> <li>Taking ownership</li> </ul>		

**Table 8: Themes emerging from the adapted OMCI – workshop 1**

Theme	Sub-themes	Categories
Personal values and belief systems	The role of society and religion on values and on sexual violence	<ul style="list-style-type: none"> <li>Society's expectations prescribes values</li> </ul>
		<ul style="list-style-type: none"> <li>Masculinity is linked to sexual conquest and sexual entitlement</li> </ul>
		<ul style="list-style-type: none"> <li>Religion reinforces sexual violence</li> </ul>
	Sexual violence and men's control of sexual urges	<ul style="list-style-type: none"> <li>Men are able to control their sexual urges</li> </ul>
		<ul style="list-style-type: none"> <li>Advice on how to control sexual urges</li> </ul>
		<ul style="list-style-type: none"> <li>Critical thinking about self-control</li> </ul>
		<ul style="list-style-type: none"> <li>There is no justification for rape</li> </ul>

**Table 9: Themes emerging from the adapted OMCI – workshop 2**

Theme	Sub-themes	Categories
<b>Societal prescriptions for men’s behaviour</b>	“Act like a Man”	<ul style="list-style-type: none"> <li>• A man is heterosexual, a provider and protector of his family</li> </ul>
		<ul style="list-style-type: none"> <li>• Gay men don’t conform to “traditional” societal norms</li> </ul>
		<ul style="list-style-type: none"> <li>• Recognize the role of society on men’s behaviour</li> </ul>
	Personal choice to screw up	<ul style="list-style-type: none"> <li>• Men and power</li> </ul>
		<ul style="list-style-type: none"> <li>• Women are not valued the same way as men</li> </ul>
		<ul style="list-style-type: none"> <li>• The absence of good role models</li> </ul>

**Table 10: Themes emerging from adapted OMCI - workshop 3**

Theme	Sub-themes	Categories
<b>Defining Rape</b>	Knowing consensual sex	<ul style="list-style-type: none"> <li>• Never make assumptions about sexual consent</li> </ul>
		<ul style="list-style-type: none"> <li>• Get confirmation of the “yes”</li> </ul>
		<ul style="list-style-type: none"> <li>• Taking responsibility for your own sexual behaviour</li> </ul>
	Knowing non-consensual sex	<ul style="list-style-type: none"> <li>• Knowing that “No” means “No” and not “Yes”</li> </ul>
		<ul style="list-style-type: none"> <li>• Knowing what rape is</li> </ul>
		<ul style="list-style-type: none"> <li>• Knowing the law on sexual violence</li> </ul>

**Table 11: Themes emerging from the adapted OMC – workshop 4**

Theme	Sub-themes	Categories
<b>Courage to act</b>	Courage in relation to one's relationship with others	<ul style="list-style-type: none"> <li>Nature of the friendship towards others</li> </ul>
		<ul style="list-style-type: none"> <li>Seriousness of the couple's relationship</li> </ul>
		<ul style="list-style-type: none"> <li>Relationship with the perpetrator</li> </ul>
	Courage in relation to religious values	<ul style="list-style-type: none"> <li>Influence of religious values &amp; beliefs</li> </ul>
		<ul style="list-style-type: none"> <li>Religion fails women</li> </ul>
	Courage in relation to homosexual men	<ul style="list-style-type: none"> <li>Homosexual men need to become educated and informed about sexual violence.</li> </ul>
		<ul style="list-style-type: none"> <li>Knowing how to approach homosexual men</li> </ul>
		<ul style="list-style-type: none"> <li>Becoming knowledgeable about homosexual's rights</li> </ul>
	Courage in relation to knowledge and understanding of sexual violence	<ul style="list-style-type: none"> <li>Being knowledgeable about sexual violence</li> </ul>
		<ul style="list-style-type: none"> <li>Knowing when to intervene</li> </ul>
<ul style="list-style-type: none"> <li>Context and nature of a relationship</li> </ul>		

**Table 12: Themes emerging from the adapted OMC – workshop 5**

Theme	Sub-themes	Categories
<b>Maintaining your own identity</b>	Open honest Communication	<ul style="list-style-type: none"> <li>trust, respect and honesty</li> </ul>
		<ul style="list-style-type: none"> <li>communicate openly about sex</li> </ul>
		<ul style="list-style-type: none"> <li>forgiveness</li> </ul>
	Religious & cultural influence	<ul style="list-style-type: none"> <li>religious values and beliefs</li> </ul>
		<ul style="list-style-type: none"> <li>cultural beliefs can influence the choices we make</li> </ul>
		<ul style="list-style-type: none"> <li>Negative influence on relationships</li> </ul>
	Decision-making processes	<ul style="list-style-type: none"> <li>Joint decision-making</li> </ul>
		<ul style="list-style-type: none"> <li>Facts vs emotions</li> </ul>
		<ul style="list-style-type: none"> <li>Clearly defined roles in a relationship is important</li> </ul>

**Table 15: Participants' reflections - pre-OMCI adaptation FGD**

Theme	Sub-theme	Categories
<b>Setting the scene</b>	Getting to know about sexual violence	• Awareness of sexual violence
		• Factors that contribute to sexual violence
	Locating men within the sexual violence agenda	• Raising important contextual questions
		• Challenged to think more critically
		• Men have a role to play in preventing sexual violence

**Table 16: Participants' reflections – workshop 1**

Theme	Sub-theme	Categories
<b>Enabling environment</b>	We were challenged	• To think more critically
		• Opinions can be influenced by others
		• Sharing opinions & perspectives
	It was comfortable space	• Good planning
		• Our opinions matter
		• Facilitators were understanding and didn't force their opinions

**Table 17: Participants' reflections – workshop 2**

Theme	Sub-theme	Categories
<b>What does it mean to be a man?</b>	We should just be ourselves as human beings	• Why must a guy have sex to show he's a "real man"?
		• As a man I can contribute to prevent sexual violence
		• To evaluate personal views on sexual violence
	Society's influence on sexual violence	• Society's views do actually influence me
		• Societal pressure that men endure
		• My eyes opened to what society thinks of men

**Table 18: Participants' reflections – workshop 3**

Theme	Sub-theme	Categories
Rape is real	Reflecting on self	• Learning despite academic pressures
		• I can use what I have learned
		• Learning in a relaxing space
	I have learned so much	• Challenged to think more critically
		• Rape is not just sex without consent
	• Sexual violence is complex	

**Table 19: Participants' reflections – workshop 4**

Theme	Sub-theme	Categories
A turning point	We have a role to play	• Taking a stand against sexual violence
		• Educate and raise awareness about sexual violence
	A call to be accountable as men	• Sexual violence does not make you a man
		• Reflecting on one's own convictions/values
	We can make a difference	• Stand up to disrespectful attitudes towards women
		• Men can help prevent sexual violence

**Table 20: Participants' reflections – workshop 5**

Theme	Sub-theme	Categories
Men with a conscience care about sexual violence prevention	Learning to "listen"	• I have a lot to learn about sexual violence
		• Listen to what others have to say
		• Self reflection is important
	A platform to share	• A space for men to share freely
		• Men interacting to prevent sexual violence
		• There is no justification for rape