

Putting the  
prevention  
of violence against  
**women**

into practice:

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*How to Change the story*

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**Our  
WATCH**  
End violence against  
Women And Their Children

Our Watch 2017

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Acknowledgement of Country: Our Watch acknowledges the traditional owners of the land across Australia on which we work and live. We pay our respects to Aboriginal and Torres Strait Islander people past and present, and we value Aboriginal and Torres Strait Islander histories, cultures, and knowledges.

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### *Building on a history of Australian women's leadership in primary prevention*

Good prevention strategies already exist across Australia and signs of progress are emerging. This Handbook builds on the valuable work by individuals and organisations in many sectors. Our Watch would like to acknowledge the numerous women and women's organisations across Australia that pioneered the work in the prevention of violence against women, in particular our colleagues in the women's health, gender equality, family violence and sexual assault sectors. We would also like to acknowledge the important leadership and work of women in Aboriginal and Torres Strait Islander and culturally and linguistically diverse communities in working to end violence against women across Australia. Their collective leadership, commitment, efforts and advocacy – which are underpinned by a feminist, social justice and human rights approach – have put the primary prevention of violence against women at the forefront of the national agenda in ending violence against women. This has provided an important basis upon which this work can continue.

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# **Section 1: Introduction**



## In this section you will find:

- an overview of who this Handbook is for and how to use it
- an overview of the scope and terminology used in this Handbook
- an overview of the national commitment to prevent violence against women at a federal, state and territory, regional and local levels.

## Together we can change the story

Violence against women and their children in Australia is preventable. Together we can choose a future where all women and their children live free from violence, where women are not only safe, but respected, valued and treated as equals in public and private life.

To achieve this, we need social change. We need to change the norms, practices and structures that produce gender inequality and underpin the drivers of violence against women. To achieve equality and safety for all women, it is vital that we also address other forms of social, political and historical discrimination, inequality and disadvantage. This social transformation is an ambitious, long-term goal. It will involve us all working together on prevention projects small and large, in our communities and across a range of different settings, such as schools, sporting clubs and workplaces, and contributing to a national conversation where violence against women is no longer condoned, excused or trivialised, and where equal and respectful relationships become the new norm.

By picking up this Handbook, you have joined a community of Australians working to create a future free of violence for all women, regardless of their race, religion, ability, sexuality, geographic location, gender identity, age, class or cultural background. Thank you for joining this movement, and for your commitment to creating a safer, more equal society.



## How to use this Handbook

This Handbook is a companion to [Change the story: A shared framework for the primary prevention of violence against women and their children in Australia](#)<sup>1</sup> (*Change the story*). The different sections of this Handbook are interlinked, but it is designed for you to use in the way that suits you best. You may choose to read the entire Handbook from start to finish, or prefer to only read the sections that you need at different times. However, we recommend reviewing the Table of Contents so that you are familiar with what information is available in each section and can consult it when needed. Throughout this Handbook you will find:

- tips for best practice based on the experience of practitioners in Australia
- case studies and examples that illustrate important points for prevention
- links to further resources and tools (all web links are current as of May 2017).

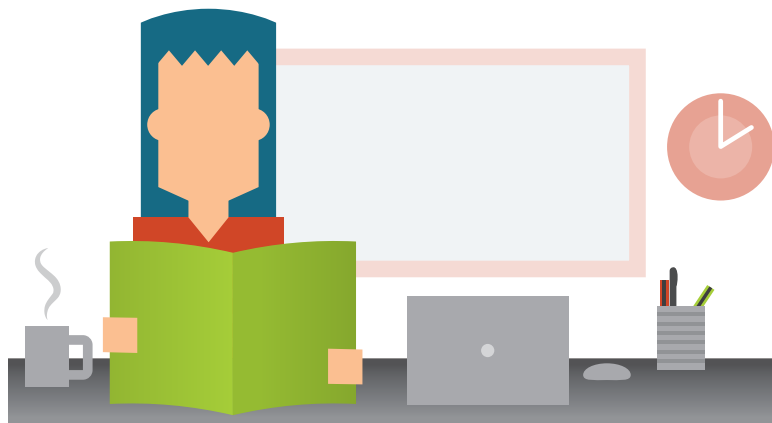
*Change the story* is the national framework for the prevention of violence against women and their children. It outlines the national and international evidence that explains how certain factors consistently predict, or drive higher levels of such violence. These drivers of violence include:

- individual beliefs and social norms that condone or excuse violence
- men's control of decision-making and limits to women's independence
- adherence to rigid stereotypical gender roles, relations and identities
- male peer relations that emphasise aggression and disrespect for women.

All these drivers are produced in the broader context of gender inequality.



Because gender inequality is at the core of the problem,  
gender equality must be at the heart of the solution.



There is also a clear understanding and acknowledgement in the framework that there are a number of factors that can increase the probability, frequency or severity of violence against women. These are the factors that often have a high profile in discussions about violence against women, that people might see in their personal lives and that we, as practitioners, often get asked about. These factors include harmful use of alcohol, drug use, exposure to violence as a child and socio-economic inequality. These are referred to as 'reinforcing factors' throughout this Handbook. While we encourage and support initiatives that aim to address these additional factors such as reducing harmful alcohol use, we know that to have the greatest impact on ending violence against women we need to address gender inequality as a priority. Because gender inequality is at the core of the problem, gender equality must be at the heart of the solution.

# What actions do we need to take to prevent violence against women?

This Handbook is focused on the essential actions that address the drivers of violence against women described above and are based on promoting and normalising gender equality in both public and personal relationships. They are to:

- challenge condoning of violence against women
- promote women’s independence and decision-making in public life and relationships
- foster positive personal identities and challenge gender stereotypes and roles
- strengthen positive, equal and respectful relations between and among women and men, girls and boys
- promote and normalise gender equality in public and private life.

Whilst this Handbook primarily focuses on the gendered drivers of violence, it also pays particular attention to one of the supporting actions, which is to promote broader social equality and address structural discrimination and disadvantage. A focus on this action comes from recognising that gender inequality cannot be separated from other forms of inequality, and in all our prevention work we must consider other forms of discrimination and disadvantage such as racism, ableism and homophobia.

The consideration of how people experience multiple, intersecting forms of discrimination and disadvantage is referred to as ‘intersectionality’. We have woven this principle throughout the Handbook, together with suggestions on how to apply it in your prevention work. The aim of this ‘intersectional’ approach is to illustrate how these other, intersecting issues must be considered alongside any consideration of gender inequality in order for prevention work to address violence against all women.

This Handbook does not restate the detailed evidence and analysis in *Change the story*, rather it translates that ‘big picture’ framework into ‘on-the-ground’ action with detailed, step-by-step guidance, tips, tools and resources. *Change the story* outlines the ‘what’ and ‘why’; this Handbook presents the ‘how’ of primary prevention. This Handbook and other resources and toolkits produced by Our Watch aim to support both the current prevention workforce, and to provide guidance to new, emerging and potential primary prevention practitioners across Australia.

Our Watch is committed to regularly reviewing and updating this Handbook to ensure that case studies, resources and links are up to date. As prevention knowledge grows, it is anticipated that new sections will be added to the Handbook so up-to-date examples of quality practice and experience can be shared across Australia.

This Handbook draws on an enormous body of valuable work undertaken by many different individuals and organisations. A reference list at the end of the Handbook acknowledges all sources used in developing this Handbook, and there are links and references to relevant resources and tools throughout the Handbook.



## **Change the story: a shared framework for the primary prevention of violence against women and their children in Australia.**

*Change the story* was developed by Our Watch, Australia’s National Research Organisation for Women’s Safety (ANROWS) and the Victorian Health Promotion Foundation (VicHealth) in 2015. It presents a conceptual framework for understanding violence against women and sets out the key elements of a coordinated, evidence-informed national approach to prevention policy and practice.

A good place for practitioners to start is by viewing the Our Watch videos, [Let’s change the story](#) and [It’s time to act on Our Watch](#), [www.ourwatch.org.au/Media-Resources?c=Video](http://www.ourwatch.org.au/Media-Resources?c=Video).

The four-page [summary](#) of *Change the story* which appears in the following pages is also available to download – [https://www.ourwatch.org.au/getmedia/244371d8-23fb-4769-ac64-14e4692e4355/Framework\\_4pp\\_A4\\_Online\\_AA.pdf.aspx?ext=.pdf](https://www.ourwatch.org.au/getmedia/244371d8-23fb-4769-ac64-14e4692e4355/Framework_4pp_A4_Online_AA.pdf.aspx?ext=.pdf)



## CURRENT STATE



Violence against women  
is serious, prevalent and driven by  
**GENDER INEQUALITY**

## GENDERED DRIVERS of violence against women:

CONDONING  
of violence  
against women

MEN'S CONTROL  
of decision-  
making and limits  
to women's  
independence

STEREOTYPED  
constructions of  
masculinity and  
femininity

DISRESPECT  
towards women and  
male peer relations  
that emphasise  
aggression

Gender inequality sets the **NECESSARY SOCIAL CONTEXT**

**657**  
DOMESTIC  
VIOLENCE  
MATTERS  
ARE DEALT WITH  
EVERY DAY BY  
AUSTRALIAN POLICE



Every week one  
**WOMAN IS  
MURDERED**  
by her current  
or former partner








Violence against women  
**IS PREVENTABLE**  
 if we all work together



# ACTIONS

that will prevent violence against women:

CHALLENGE  
 condoning of  
 violence against  
 women

PROMOTE  
 women's  
 independence  
 & decision-making

CHALLENGE  
 gender  
 stereotypes  
 and roles

STRENGTHEN  
 positive, equal  
 and respectful  
 relationships

Promote and normalise GENDER EQUALITY in public and private life



MUTUALLY REINFORCING ACTIONS ARE  
 NEEDED THROUGH LEGISLATION,  
 INSTITUTIONAL, POLICY AND PROGRAM RESPONSES:

- by governments, organisations and individuals
- in settings where people live, work, learn and socialise
- tailored to the context and needs of different groups.



This is an edited extract from *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia*. The evidence highlights four gendered drivers of violence against women and five reinforcing factors.



The following five essential and five supporting actions together address these drivers and reinforcing factors.

## Essential actions to reduce the gendered drivers of violence against women

The five essential actions address the gendered drivers of violence against women described in Element 1 in the Framework. They are essential because, without all these actions, violence against women cannot be sustainably reduced or prevented.

To be effective, these actions require both specialised policy support and mainstream implementation in the diverse settings where people live, work, learn and play.

For each action, prevention activities that address norms, structures and practices at all levels need to be considered. For example, work addressing attitudes towards violence and gender at the community or organisational level needs to be accompanied by legislative, institutional and policy support that promotes gender equality and accountability for violence and discrimination. Activity under each action should also be designed, implemented and monitored to take into account the diversity of women's experiences and identities and ensure equality in outcomes for all women, as discussed in Element 3 in the Framework.

### 1 Challenge condoning of violence against women

- Shift social support for attitudes, beliefs, behaviours, systems and practices that justify, excuse, trivialise or downplay violence against women and their children, or shift blame from the perpetrator to the victim.

### 2 Promote women's independence and decision-making in public life and relationships

- Equalise access to power and resources between women

and men, including by strengthening women's economic security, independence and social, political and economic participation and decision-making in public life.

- Challenge men's use of controlling behaviours in relationships and the subtle normalisation of male dominance in relationships.
- Promote social and cultural networks and connections between women to provide sources of peer support.
- Support women's collective advocacy and social movement activism to prevent violence and promote gender equality.

### 3 Foster positive personal identities and challenge gender stereotypes and roles

- Encourage and support children, young people and adults to reject rigid gender roles and develop positive personal identities that are not constrained by gender stereotypes.
- Challenge aggressive, entitled and dominant constructions of masculinity and subordinate or sexualised constructions of femininity.
- Promote and support gender-equitable domestic and parenting practices, including through workplace initiatives.

### 4 Strengthen positive, equal and respectful relations between and among women and men, girls and boys

- Challenge peer relations between men that involve hostility or disrespect towards women, and attitudes that relationships between men and women are oppositional, or inevitably based on conflict.
- Promote positive, equal and respectful relationships between women and men, girls and boys, in all contexts.
- Work with children and young people to counter the early development of negative peer relationships and to promote respect and gender equality.

## 5 Promote and normalise gender equality in public and private life

- Increase social and structural support for gender equality, in principle and in practice, in both public life (supporting women's social, economic, cultural and political participation, particularly in decision-making) and in private life (supporting equality in relationships).
- Establish and maintain processes to assess all public policy for its impact on women. Include an analysis of any differential impact on different groups of women to achieve a truly inclusive gender equality.

## Supporting actions to address reinforcing factors

The five supporting actions address the reinforcing factors shown in the image above – those that can contribute to or exacerbate violence against women in the context of the gendered drivers. Specialist violence prevention and gender equality expertise will be essential to inform these supporting actions. However, the supporting actions should also engage those working across other areas of social policy, advocacy and practice, such as child protection, alcohol and drug harm minimisation, and those addressing socio-economic disadvantage. The prevention of violence against women has common cause with these other areas of work, and establishing or strengthening partnerships for cross-learning and capacity building will lead to shared or complementary outcomes.

Actions to address these reinforcing factors will not prevent violence against women in a sustainable way if undertaken in isolation from the broader prevention agenda outlined here. However, if implemented in gender-sensitive ways, and in conjunction with the essential actions that address the gendered drivers of violence described above, these supporting actions can make a significant contribution to overall prevention efforts.

## 6 Challenge the normalisation of violence as an expression of masculinity or male dominance

- Counter the construction of masculinity as violent and the learning of violence in gendered ways.
- Challenge the normalisation, valorisation and glorification of male violence through strategies that focus on the socialisation of boys and young men, and that challenge the construction and expression of masculinity as violent, both in public and private life, and through media and popular culture.

## 7 Prevent exposure to violence and support those affected to reduce its consequences

- Strengthen efforts to promote non-violent parenting and prevent child abuse, and all other forms of violence (such as race-based, community, public or lateral violence), especially through the provision of expertise on the gendered dynamics of these broader forms of violence.
- Support and advocate for healing strategies and other efforts

to mediate the impacts of past occurrences of violence, such as child abuse, racially motivated and colonial violence experienced by Aboriginal and Torres Strait Islander communities, war-related trauma and torture experienced by refugees, or violence occurring in prisons or detention centres.

## 8 Address the intersections between social norms relating to alcohol and gender

- Challenge drinking cultures that emphasise male conquest and aggression, and social norms and attitudes that position men's drinking as an excuse for violence, or women's drinking as a form of victim-blaming.
- Improve the regulation of alcohol by considering violence against women in policy debates about the promotion and physical and economic availability of alcohol.

## 9 Reduce backlash by engaging men and boys in gender equality, building relationship skills and social connections

- Consider backlash, or resistance to personal and social change, as a normal and expected part of the change process.
- Challenge excuses for violence, including those driven by a backlash to change, and maintain the need for individual accountability for violence.
- Develop positive ways to engage men and boys in the change process, encouraging them to challenge restrictive and rigid gender roles and identities for both men and women.
- Work to build relationship skills and social connections in communities experiencing rapid social and economic change, especially when this change challenges existing gender norms and hierarchies. This includes when women's increasing social and economic independence and participation and/or men's unemployment places them in roles that differ from gendered expectations.

## 10 Promote broader social equality and address structural discrimination and disadvantage

- Address intersecting forms of inequality, recognising that gender inequality cannot be separated from other forms of inequality.
- Ensure all prevention work has an inclusive and intersectional focus in order to prevent violence against *all* women.
- Form partnerships and coalitions that build collective challenges to gender inequality, racism, ableism, ageism, classism, homophobia and transphobia; address the legacies of colonisation for Aboriginal and Torres Strait Islander people; challenge other forms of social and structural discrimination and disadvantage; and promote social and economic justice.

“

This Handbook draws on an enormous body of valuable work undertaken by many different individuals and organisations.





# Who is this Handbook for?

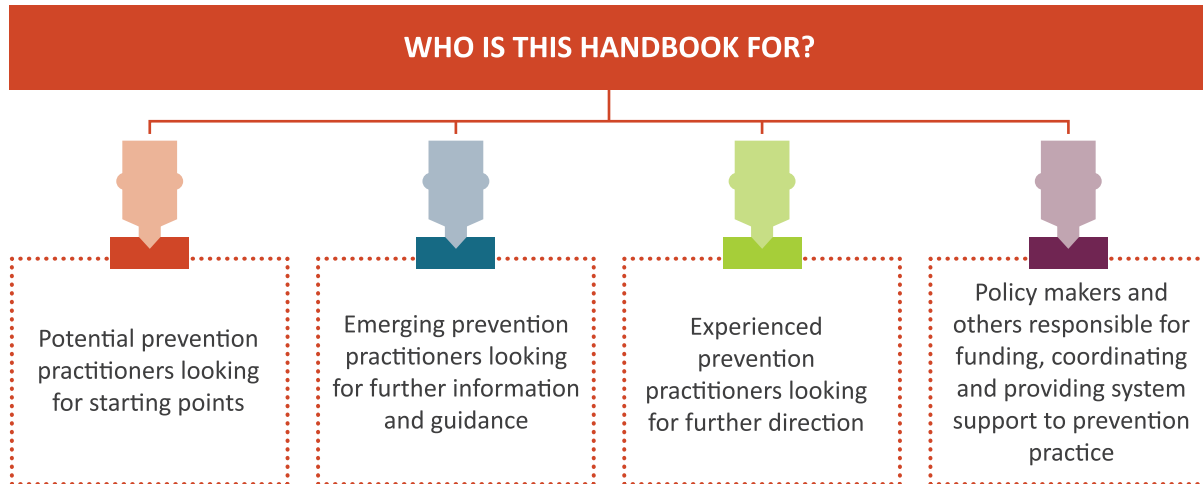


Figure 1: Who is this Handbook for?

Because we all have a role to play in preventing violence against women and their children, this Handbook uses a broad definition of ‘practitioner’.

Prevention practitioners are people engaged in activities (practice) that contribute to the prevention of violence against women by addressing the gendered drivers of that violence. Practitioners may have prevention as part or all of their work focus and they may be working in range of settings or contexts. Practitioners may be:

- employed in roles where these activities are the sole focus of their work, such as in women’s health centres and services, specialist prevention agencies, or in local government
- employed in roles where prevention practice is an element of their work, such as educators, or human resources specialists
- engaged in these activities in a voluntary capacity in a specific program, such as champions of change or ambassadors
- employed or engaged in other roles, such as a sports coach.

In any of these circumstances, practitioners are people committed to changing society’s gendered norms, practices and structures, and addressing factors that reinforce them so that women and their children are free from violence.

The primary prevention workforce is evolving and each setting/context is unique. Existing practitioners are continuing to innovate and improve the evidence based on what works to prevent violence against women, new practitioners are emerging and all practitioners are at different stages in developing their prevention knowledge, expertise and practice. Therefore, some sections of this Handbook may be more or less relevant for individual readers and it may not always provide sufficient guidance to meet the needs of all communities, contexts or population groups.

Whatever your experience and knowledge of prevention work, this Handbook aims to share current best practice guidance and provide a consistent tool to ensure all practice is based on the same theory of change so that the work that we all do is mutually reinforcing. When prevention practice is happening in different settings, in different ways and in every part of Australia, we really will change the story.

# Some notes on this Handbook

## Violence against people who identify as lesbian, gay, bisexual, transgender, intersex or gender diverse

While this Handbook focuses on preventing violence against women, violence is also experienced by people whose identity does not conform to standard, binary definitions of sex and gender including those who identify as lesbian, gay, bisexual, transgender, intersex or gender diverse people. The definition of 'women' we use in this Handbook includes anyone who identifies and lives as a woman.

It is also important to note that this Handbook does not include strategies specifically aimed at preventing violence in same-sex relationships, or among or against transgender, intersex or gender diverse people, as some of these forms of violence have significant and distinct drivers and contributors other than gender inequality, such as transphobia and homophobia.

However, as these forms of violence share some similar drivers to violence against women — particularly rigid, binary and hierarchical constructions of gender, sex and sexuality, control and the condoning of violence, as well as processes of discrimination — the techniques and approaches outlined in this Handbook are likely to support initiatives to address other forms of gendered violence.

We also believe our work to prevent violence against women — particularly in promoting positive, equal and respectful relationships, and challenging gender stereotypes and roles — aligns with the outcomes that lesbian, gay, bisexual, transgender, intersex and gender diverse communities are also advocating for. In this way we see ourselves as allies in the work to reduce all violence in our communities.

It is also important to note that most of the existing evidence on the drivers of violence against women relates to women in heterosexual relationships. There is currently work underway to build evidence on what drives other forms of violence. This will be incorporated into this Handbook as the evidence emerges.

As an important extension of, and complement to, the strategies outlined in this Handbook, we encourage practitioners to consider the practical ways they can acknowledge and support lesbian, gay, bisexual, transgender, gender diverse and intersex people in their initiatives. For example, on forms that ask people to specify their gender, provide 'other' as a response option and avoid language and imagery that assume heterosexuality in publications and materials.

Lesbian, gay, bisexual, transgender, gender diverse and intersex [services and organisations](#)<sup>2</sup> and [peak bodies in your state](#)<sup>3</sup> are a good place to start to find information on messaging and working respectfully with these communities.

## The terms 'violence against women' and 'violence against women and their children'

Our Watch was established to drive nationwide change in the culture, behaviours and power imbalances that lead to violence against women and their children. The inclusion of 'their children' in Our Watch's work is due to the understanding that many women who experience violence have children in their care.

Exposure to violence against their mothers or other caregivers causes profound harm to children, with potential impacts on attitudes to relationships and violence, behavioural, cognitive and emotional functioning, social development, and through a process of 'negative chain effects' education and later employment prospects. Because violence against women has such direct and significant impacts on children, preventing it will also prevent associated harm to and consequences for children.

To make this Handbook as reader-friendly as possible, we have chosen to omit 'and their children' in the text, but with the understanding that prevention of violence against women does include their children as well.

## Why we talk about violence against women and don't address all violence, including violence against men

All violence is wrong, regardless of the sex of the victim or perpetrator. But there are distinct gendered patterns in the perpetration and impact of violence. For example both women and men are more likely to experience violence at the hands of men, with around 95 percent of all victims of violence in Australia reporting a male perpetrator.

While men are more likely to experience violence by other men in public places, women are more likely to experience violence from men they know, often in the home. The overwhelming majority of acts of family and domestic violence, and sexual assault are perpetrated by men against women and this violence is likely to have more severe impacts on female than male victims.

Recognising the gendered patterns of violence doesn't negate the experiences of male victims. But it does point to the need for an approach that looks honestly at what the research is telling us and addresses the gendered dynamics of violence. This is what Our Watch seeks to do. Our specific mandate is to prevent violence against women and their children, but promoting gender equality and respectful and non-violent relationships benefits the whole community, including men.

Section 2 of this Handbook has more information on the gendered nature of violence against women and *Change the story* discusses why we focus on women in our work. The [Speaking publicly about preventing men's violence against women: Curly questions and language considerations](#)<sup>4</sup> resource from Women's Health West also has additional evidence that you can use in your work in response to the question, 'what about violence against men?'



While men are more likely to experience violence by other men in public places, women are more likely to experience violence from men they know, often in the home.

# Australia's commitment to prevent violence against women

Australia has a significant commitment to the prevention of violence against women at federal, state/territory and regional levels, which is expressed in various plans and strategies. These commitments provide an important foundation for prevention work and can support your advocacy for funding and support the development of your plans and strategies. This section provides a brief overview of these commitments as of May 2017.

**Commonwealth:** the [National Plan to reduce violence against women and their children](#)<sup>5</sup> was launched in 2010 and is a 12-year plan that runs to 2022. The Plan is being implemented through four three-year action plans. The [third of these action plans](#) was released in 2016.<sup>6</sup>

Australia is a signatory to the [Sustainable Development Goals](#).<sup>7</sup> There are 17 universal goals and 169 targets that aim to address inequality, injustice and sustainability around the world that all United Nations member states are expected to work towards over the next 15 years. Gender equality is one of the goals, with a key target of eliminating all forms of violence against all women and girls in public and private spheres.

**Australian Capital Territory:** implementing [The ACT Prevention of Violence against Women and Children Strategy 2011-2017](#).<sup>8</sup> This strategy is currently operating under the second implementation plan, 2015-2017.

**New South Wales:** the [NSW Domestic and Family Violence Prevention and Early Intervention Strategy 2017-2021](#)<sup>9</sup> sets out a direction for the implementation of strategies. The Strategy is a commitment under the [NSW Domestic and Family Violence Blueprint for Reform 2016-2021](#).<sup>10</sup>

**Northern Territory:** [Domestic and Family Violence Reduction Strategy 2014-17: Safety is Everyone's Right](#)<sup>11</sup> operates to achieve change in the Northern Territory.

**Queensland:** there is the [Queensland Violence against Women Prevention Plan 2016-22](#),<sup>12</sup> along with the [Queensland says: not now, not ever. Domestic and Family Violence Prevention Strategy 2016-2026](#).<sup>13</sup> The strategy is currently being implemented under the second action plan, 2016-19. There is also the [Queensland Women's Strategy 2016-2021](#),<sup>14</sup> which is being implemented under a community implementation plan.

**South Australia:** [A Right to Safety: The next phase of South Australia's Women's Safety Strategy 2011-2022](#)<sup>15</sup> guides the work in South Australia. This is complemented by [Achieving Women's Equality: South Australia's Women's Policy](#),<sup>16</sup> which was launched in 2015.

**Tasmania:** there is the [Safe Home, Safe Families: Tasmania's Family Violence Action Plan 2015-2020](#)<sup>17</sup> and [Taking Action: Tasmania's Primary Prevention Strategy to Reduce Violence Against Women and Children 2012-2022](#).<sup>18</sup> The second implementation plan for *Safe Home, Safe Families*, covered 2013-2016.

**Victoria:** is in the midst of a significant increase in work to prevent violence against women that has flowed from the Royal Commission into Family Violence, conducted in 2015 and 2016. [Ending Family Violence: Victoria's Plan for Change](#)<sup>19</sup> outlines the scope of this work which includes a 10-year investment plan and a primary prevention strategy released in 2017, [Free from Violence: Victoria's Strategy to Prevent Family Violence and All Forms of Violence Against Women](#). Alongside this there is also [Safe and Strong: A Victorian Gender Equality Strategy: Preventing Violence Against Women through Gender Equality](#)<sup>20</sup> released in 2016.

**Western Australia:** has [Western Australia's Family and Domestic Violence Prevention Strategy to 2022: Creating Safer Communities](#)<sup>21</sup> which is currently being implemented under the [Freedom from Fear: Working toward the elimination of family and domestic violence in Western Australia Action Plan 2015](#).<sup>22</sup>

Many regional areas are now also developing action plans, most often based on the appropriate State Plan and/or National Plan. For example, [Safer Families, Safer Communities Kimberley Family Violence Regional Plan 2015-2020](#),<sup>23</sup> or [Together for Equality and Respect: A Strategy to Prevent Violence Against Women in Melbourne's East 2013-2017](#).<sup>24</sup> In Victoria, many local governments have undertaken prevention initiatives and plans, with leadership and support provided by the [Municipal Association of Victoria](#).<sup>25</sup>

# 2

## **Section 2: What drives violence against women?**

## In this section you will find:

- information and examples on the impacts of gender norms and stereotypes on women and men, and how they play out across all levels of society and contribute to gender inequality
- an overview of:
  - » the link between gender inequality and violence against women
  - » key statistics relating to violence against women
  - » gender inequality in contemporary Australia
  - » how gender identity intersects with other forms of identity
  - » the reinforcing factors of violence against women.

The evidence outlined in [Change the story](#) found that the most significant and consistent factors driving higher levels of violence against women are expressions of gender inequality (listed in the table below). As practitioners it is our role to take action on each of these factors. A range of other strategies, such as addressing harm from alcohol, can make a contribution and are very important but we must put gender equality at the heart of our solutions. In addition to identifying the drivers of violence, *Change the story* also identifies the essential actions that are required to prevent this violence. These actions are explored in detail in Section 6.

Drivers of violence against women	Essential actions to prevent violence against women
Condoning violence against women	→ Challenge condoning of violence against women
Men's control of decision-making and limits to women's decision-making and independence in public and private life	→ Promote women's independence and decision-making in public life and relationships
Rigid gender roles and stereotyped constructions of masculinity and femininity	→ Foster positive personal identities and challenge gender stereotypes and roles
Male peer relations that emphasise aggression and disrespect towards women	→ Strengthen positive, equal and respectful relations between and among women and men, girls and boys
<b>Promote and normalise gender equality in public and private life</b>	

Table 1: The drivers of violence against women and essential actions to prevent violence against women

In order to ensure their work is contributing to the collective national efforts to prevent violence against women, it is therefore essential that practitioners working in this area have a clear understanding of how gender impacts on societies' values, structures and processes and in turn impacts women's and girls' social, cultural, economic, political and personal lives. This chapter explores ideas of gender and explains how gender inequality sets the scene for violence against women.

## Exploring ideas of gender

Understanding the connection between these deeply entrenched patterns of gender inequality and violence against women is crucial to any work to prevent this violence.

This section of the Handbook provides some basic information about gender and gender inequality as a starting point. Practitioners are encouraged to take other opportunities to deepen their understanding of these issues in order to increase their capacity to discuss them with others. Some further resources to support this ongoing learning and reflection are listed at the end of this Section.

## The difference between sex and gender

As a species with the potential to reproduce, the division of humans according to their reproductive roles – our sex as either male or female – has played a central role in the way we have understood ourselves throughout human history. Most people continue to identify themselves by this binary (male or female). However recent discoveries have indicated that there are significant anatomical and chromosomal variations across the population, and that sex is better understood a spectrum rather than a binary, explaining why not everyone feels they fit neatly into one of these two categories.



### Tip

There is a glossary of frequently used terms, including some used in this section, at the back of this Handbook.

While sex describes the biological features of humans, gender refers to the ways that sex categories are lived in practice and given meaning within society. In other words, gender is a social and cultural concept, involving sets of roles, activities and attributes that society considers appropriate for women and girls, and for men and boys, and defining what we consider to be ‘masculine’ and ‘feminine’. This includes such diverse things as naming, clothing and occupations, along with behaviours

associated with social relationships, intimate relationships, sexual attraction and sexual practices.

Gender is a central feature of the way that we understand human identities and relationships, and arrange human societies. Although understandings of gender and the meanings given to it have varied over time and across cultural groups, gender as a system that structures human society in some way has been universal.

Reflecting the common binary understanding of sex as male or female, gender has generally been understood as binary – ‘masculine’ or ‘feminine’ – although there have long been various cultures with less binary approaches to gender. In Australia, non-binary understandings of gender have recently gained increased attention. Distinctions are now increasingly made between gender identity (the way people feel or think of themselves in relation to gender) and gender expression (the way people outwardly express themselves, through appearance and clothing), while phrases such as ‘gender fluid’, ‘gender diverse’ and ‘gender non-conforming’ are increasingly used to describe diverse, non-binary understandings and expressions of gender.

Gender has functioned in most societies and cultures to define specific roles and behaviours for women and men, and to insist on the essential or natural basis of these ‘differences between the sexes’. For example in many societies women are more likely to be employed in caring roles such as teachers and nurses, while men are largely employed in technical, managerial and finance roles, such as engineers, CEOs and accountants. These roles are defined based on gender role stereotypes rather than on women’s or men’s physical or mental capacity to perform these jobs.

While there has been much research to investigate the impact of sex on a variety of human behaviours, such as mathematical ability or levels of aggression, such research is often criticised for neglecting the role of gender in the perceived differences between women and men. More recently, researchers have looked at how gender, rather than sex, impacts on these behaviours, for example, the role that the condoning of male violence plays on boys’ level of aggression or the role that teachers’ (explicit or implicit) reinforcement of gender stereotypes plays in encouraging girls’ and boys’ uptake of maths.





## Understanding gender norms and stereotypes

The kinds of roles and behaviours ascribed to gender and the way these are put into practice in society can be described as gender norms, gender practices and gender structures.

- Gender norms – these are the most common, dominant and powerful ideas, values or beliefs about gender in a society or community. They comprise ideas about what is ‘normal’ in relation to gender, and beliefs about what people should do and how they should act, for example the belief that women should be the primary carers of children, and the expectation that ‘boys don’t cry’ are gender norms.
- Gender practices – these are the everyday practices associated with these norms, such as over-representation of women employed in the child-care sector and the tendency for parents to tell male children to ‘toughen up’.
- Gender structures – these are the laws and systems that organise and reinforce an unequal distribution of economic, social and political power, resources and opportunities between men and women. The low pay for female-dominated caring professions, such as childcare and aged care is one example of this, as is a school which has a football team for boys but not for girls.

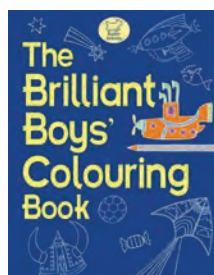
As also outlined in Section 3 of this Handbook, gender norms, practices and structures occur at different levels of our lives – within our individual or personal sphere, as part of the various communities and organisations we are connected to, within institutions (such as workplaces or religions), and within our culture and society as a whole.

Gender also plays a significant role across each person’s lifespan, from birth to death. Gender impacts on girls and boys and women and men in numerous parts of their lives, from day-to-day decisions about clothing and appearance, to major life decisions about education, employment, relationships and parenting. At a broader level, gender also plays a significant role in the composition and running of our decision-making bodies, such as our parliaments, courts and company boards. It is only relatively recently that we have begun to widely critique the role gender plays in our lives and even more recently that we have begun to identify the many negative impacts of gender norms, practices and structures.

The following children’s books demonstrate how different gender norms for girls and boys are established and reinforced from a very early age. While the boys’ book is filled with ‘exciting drawings’ and highlighted stereotypical interests of boys such as outer space and sports, the book for girls promotes ‘beautiful drawings’ including stereotyped interests for girls such as fairy tales, dolls and houses. These limited gender stereotypes can box children into narrow definitions and limit their abilities to explore their personal interests and opportunities – both as children and as adults.

“This book is packed with even more exciting drawings to colour in. From pumpkins to piranhas, trophies to planets, mice to microbes-there’s something for every boy in this book. This is the perfect gift for any boy who likes to create his own brilliant masterpieces.”

“This book is packed with more beautiful drawings to colour in. With more intricate detail and fabulous double page spreads to colour, this is the perfect gift for any girl who loves to make things gorgeous. From dolls’ houses, flowers, cupcakes and quilts to exotic fruit, feathers and fairy tale carriages, there’s something for every girl in this book.”





## Gender norms impact both women and men


Gender norms are not neutral. Rather, they are highly value-laden and assume the acceptance of a particular set of values. These norms play out in complex ways that are damaging to both men and women, and maintain gender inequality and disrespect for women. The labelling and confining of people into one of two groups of rigid, hierarchical and value-laden ‘acceptable’ norms can pressure people to hide or suppress parts of their diverse and complex personalities and interests to conform to narrow gender stereotypes and norms.

Gender norms are given particular value and meaning by their attachment as stereotypes to either men or women, which in turn gives men and women different social status. For example masculinity, which men are expected to demonstrate, is often assumed to be strong, tough, or assertive. On the other hand, femininity, which is expected of women, is seen as caring or sensitive. These attributes are generally seen as positives in men and women respectively. However, when they are applied in reverse, the same characteristics are often seen as inappropriate and undesirable, for example when women are described as tough, this is often an insult equated to being ‘bossy’ or ‘cold’, and when a man is seen as sensitive this is often assumed to indicate weakness.

Gender norms are also hierarchical, with the traits assumed to comprise masculinity generally given greater social status or value than those associated with femininity. This can be seen in the way many common descriptions of women are negative, such as that they are ‘emotional’. This is particularly the case when women are acting outside gender-stereotyped roles, such as when they are criticised for being ‘emotional’ or ‘sensitive’ in a male-dominated workplace. Similarly, because the attributes traditionally associated with women are both seen as inappropriate for men and socially devalued, men who perform supposedly ‘feminine’ roles, such as caring for young children, are often judged for not doing a ‘real man’s’ job. Although this norm is slowly changing, it remains powerful and has the effect of denying many men and their children opportunities for caring relationships and connections.

It is important to acknowledge that men also experience inequality because of gender norms and structures. While there have always been men who have explored varied ways of expressing their male identity, there have also always been particular expressions of masculinity that have been more dominant. The types of expectations created by dominant ideas about masculinity lead to a range of inequalities for men. These include higher rates of suicide, mental health issues, and death and injury from industrial accidents and other dangerous occupations.

Tony Porter, an educator in this field describes a conversation in a [TED talk](#)<sup>26</sup> with a 12-year-old boy, which indicates how damaging gender norms and stereotypes can be.

 *‘I asked him, I said, “How would you feel if, in front of all the players, your coach told you [that] you were playing like a girl?” Now I expected him to say something like, I’d be sad, I’d be mad, I’d be angry, or something like that. No, the boy said to me, “It would destroy me.” And I said to myself, “God, if it would destroy him to be called a girl, what are we then teaching him about girls?”’*

However, while gender norms and stereotypes affect both women and men, they are particularly harmful to women, because ‘feminine’ norms are ascribed lower social status than masculine ones. As such, gender norms are not just ‘different’. They arise from, and contribute to, a society characterised by an unequal distribution of power, resources and opportunities between women and men. At the deepest level it is this gender inequality that, in turn, drives high levels of violence against women.

While these kinds of gender norms and stereotypes are dominant and powerful, it is important to recognise that they are also being resisted and challenged in various ways. For example the idea that being ‘like a girl’ is undesirable is explicitly challenged in a video clip, [always #like a girl](#)<sup>27</sup> designed to boost teenage girls’ confidence. There are now a number of clips in this series that are useful tools for prevention practitioners.

As this section has shown, gender inequality is not simply a case of individual men being unfair to women. We cannot achieve gender equality simply by asking men to act fairly towards women. Rather it requires a far more substantial reshaping of how gender functions within society, in many different ways, and at multiple levels. This is sometimes referred to as a ‘gender transformative’ approach, as discussed in Section 5.



## Gender inequality in contemporary Australia

It is easy to assume that women in Australia have achieved a high level of equality with men, given the notable gains that have been made in the various aspects of gender equality in recent decades. However, despite significant advances, inequalities for women and girls persist across many areas of Australian life, gender norms and stereotypes remain powerful, and discrimination on the basis of sex and gender still occurs in many contexts.

Together, the gendered social norms, structures and practices described earlier in this Section restrict the ability of women and girls to participate fully and equally in society, limit their access to power and resources and prevent them from enjoying equal rights, opportunities and privileges with men. The impacts of inequality on Australian women over their lifetimes are wide reaching. Men on the other hand, tend to enjoy higher levels of privilege, demonstrated by their greater access to power and decision-making, economic and material resources, and opportunities for development and independence, in both public and private life.

Furthermore, many of the indicators for gender inequality suggest that Australia's outcomes in this area have actually been declining over recent years rather than improving. For example in the annual [World Economic Forum Global Gender Gap report](#)<sup>28</sup> (where countries are ranked according to their gender gap) Australia has dropped from 15th position in 2006 to 46th position in 2016.

Examples of gender inequality in Australia include:

- [gender pay gap \(difference between average levels of pay for men and women\)](#)<sup>29</sup>
- [representation in politics \(proportions of men and women in all levels of government\)](#)<sup>30</sup>
- [representation in business \(proportions of women employed at high levels of company management and in board positions\)](#)<sup>31</sup>
- [superannuation savings gap \(difference between average superannuation savings of men and women\)](#)<sup>32</sup>
- time spent caring for [children](#) and [other people](#).<sup>33</sup>



Despite significant advances,  
inequalities for women and girls  
persist across many areas of  
Australian life.



### How gender intersects with other forms of identity

As noted throughout this Handbook and detailed in Section 5, gender forms just one part of our identity and how we experience the world. There are many other aspects that form who we are and this also influences and has an impact on our life experiences. We are all made up of varying and different attributes such as nationality, race, ability, age, class, gender identity, cultural background, sexuality and religious affiliation. Each of the components that make us who we are simultaneously affects and is affected by the others. For example, the gender pay gap ([the difference between average levels of pay for men and women](#))<sup>34</sup> of 16 percent (as of April 2017) is the national average. The pay gap for immigrant, refugee, women with a disability, and Aboriginal and Torres Strait Islander women is very likely to be much higher (based on international data).

Another example is that many Aboriginal women's experience of violence is shaped and compounded by their experiences of discrimination and disadvantage, both as an Aboriginal person and as a woman. These intersections are what shape our experiences, and one cannot be isolated or separated from another.

It is important to identify the ways in which gender inequality intersects with other forms of inequality in order to understand the compounding disadvantage (individual, cultural, and structural) that many women experience, and to identify the reinforcing factors which create the social context in which different forms of violence and discrimination are condoned and allowed. For example we must be careful to specify that when an Aboriginal person experiences racism, violence or discrimination, it is not their Aboriginality that is the 'problem' or cause. Rather the 'problem' or cause, and thus the site for attention and focus, lies in the social norms, political, economic and/or legal structures and institutions that make Aboriginality a problem, each of which has a history rooted in colonisation and dispossession, and which continue to perpetuate racism and discrimination against Aboriginal people.

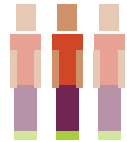
## The relationship between gender inequality and violence against women

Violence plays a particular role within these gender norms, practices and structures. For example men are often perceived to be 'naturally' more violent and aggressive than women, with these traits often seen as a defining feature of masculinity and being a man. Because of this, men may feel the need to express aggression or use violence against other men and against women in order to feel like a 'real man' or 'prove their masculinity'.

Further when violence against women does occur, it is often condoned or excused, particularly when it occurs within a relationship or family context. This condoning occurs at many levels, through norms, practices and structures. It may be condoned at a personal level by responses such as, 'boys will be boys' or 'he just couldn't control himself' in which male violence or sexual aggression is viewed as normal or inevitable. At a practice level, police responses to violence may explicitly or implicitly blame female victims and minimise or excuse the violence of male perpetrators. At a structural level, men's violence against women in a relationship or family context can attract lesser penalties within justice systems than violence towards strangers, such as men's violence towards other men. In all these ways, violence functions to reinforce a system where women's status as 'weaker' and men's status as the 'stronger and dominant' sex is both assumed and reinforced.

# Violence against women – key statistics

Data about women’s and men’s experiences of violence in Australia is drawn from a number of sources. The analysis of this data is complex and at times this complexity can lend itself to over simplification and distortion. Practitioners are encouraged to access reports and other resources from ANROWS for further information. As an introduction, the following data on men’s and women’s experiences of violence in Australia is taken from ANROWS [Violence against women: Additional analysis of the Australian Bureau of Statistics’ Personal Safety Survey, 2012](#).<sup>35</sup>

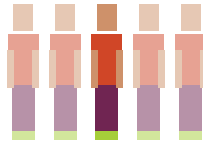


**1 in 3**  
women

has experienced **physical violence** by a partner, other known person or stranger.

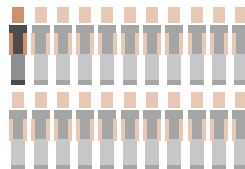


**1 in 2**  
men



**1 in 5**  
women

has experienced **sexual violence** by a partner, other known person or stranger.



**1 in 22**  
men



Her home

His place of  
entertainment

**The most common place**  
for most violence to occur.



Both **women** and **men**

are **3x** more likely to be physically assaulted by a man. (when compared to assaults by women.)

Since the age of 15:

**1 in 4**

women has experienced violence by an intimate partner they may or may not have been living with.



**1 in 6**

women has experienced violence by a partner they were living with.



**1 in 9**

women has experienced violence by a boyfriend, girlfriend or date.

# The impact of violence against women

Violence against women and their children takes a profound and long-term toll on women and children's health and wellbeing, on families and communities, and on society as a whole.

The [Our Watch facts and figures](#)<sup>36</sup> page lists some of the many impacts of violence against women, including:

- domestic or family violence against women is the single largest driver of homelessness for women, a common factor in child protection notifications, and results in a police call-out on average once every two minutes across the country.
- the combined health, administration and social welfare costs of violence against women have been estimated to be \$21.7 billion a year, with projections suggesting that if no further action is taken to prevent violence against women, costs will accumulate to \$323.4 billion over a thirty year period from 2014-15 to 2044-45.
- children and young people are also affected by violence against women. Exposure to violence against their mothers or other caregivers causes profound harm to children, with potential impacts on attitudes to relationships and violence, as well as behavioural, cognitive and emotional functioning, social development, and, through a process of 'negative chain effects', education and later employment prospects.

Research shows that violence against women is a leading contributor to poor health outcomes for women and girls in Australia. In 2016, [ANROWS](#) published [A preventable burden: Measuring and addressing the prevalence and health impacts of intimate partner violence in Australian women key findings and future directions](#).<sup>37</sup>

Violence against women contributes an estimated 5.1 percent to the disease burden in Australian women aged 18-44 years and 2.2 percent of the burden in women of all ages. For women aged 18-44, intimate partner violence contributes more to women's ill health than well known risk factors like tobacco use, high cholesterol or use of illicit drugs. It has serious impacts on women's health and contributes to a range of negative health outcomes including poor mental health, problems during pregnancy and birth, alcohol and illicit drug use, suicide, injuries and homicide. Given this, actions to prevent violence against women will have a significant impact on women's health.

Women's experience of violence from men happens in the broader context of gender inequality and is compounded by that inequality. For example, because of the general discrimination against women that continues to occur in workplaces, women who require time off work because of their experience of violence will potentially experience further discriminatory impacts, such as the loss of an opportunity for promotion or being given fewer shifts. The different forms of discrimination and disadvantage that women experience also need to be considered simultaneously. This will support practitioners to apply an approach that is inclusive of all women's experiences and which challenges the various components of the social context that allows violence and discrimination against women. Section 5 provides more information on taking a gender transformative approach and considering intersectionality at the forefront of all prevention work.

## Reinforcing factors of violence against women

*Change the story* also acknowledges that, in addition to the gendered drivers of violence against women, other factors, such as childhood exposure to violence, harmful use of alcohol and other forms of inequality and discrimination, do play a role.

*Change the story* identifies five reinforcing factors that contribute to the problem:

- condoning of violence in general
- experience of, and exposure to, violence
- weakening of pro-social behaviour, especially harmful use of alcohol
- socio-economic inequality and discrimination
- backlash factors (increases in violence when male dominance, power or status is challenged).



The gendered analysis of violence is a direct challenge to the idea that our society is currently fair to all and we have achieved gender equality.

### **Backlash**

The gendered analysis of violence is a direct challenge to the idea that our society is currently fair to all and we have achieved gender equality. As a result, there can be negative responses, or ‘backlash’, by some, often from men but also from women, to this gendered analysis of violence against women (see Section 8 for more information on preparing for and responding to backlash). This backlash is likely to include beliefs that men are as likely to be victims of family violence as women, or that women are as much perpetrators of family violence as men are.

However, while these can increase the likelihood, frequency or severity of violence, they come into play in association with gender unequal norms, structures and practices, rather than as factors driving violence by themselves. All of these reinforcing factors have negative impacts on individuals and society, and addressing these issues is important and valuable work. However, addressing them on their own, without considering gender and the gendered drivers of violence, will not lead to significant reduction in the rates of violence against women.

## Alcohol as a reinforcing factor of violence against women

As noted in the introduction to this Handbook, the harmful use of alcohol is a contributor to violence against women. Alcohol is a feature in a disproportionate number of police call-outs to family violence and is correlated with a higher number of, and more severe, incidents of violence against women.

However, alcohol does not itself cause violence against women; not all people who drink are violent, and many people who do not drink are violent. While alcohol can increase the frequency or severity of violence, on its own it does not explain the gendered dynamics of violence against women. Rather than looking at alcohol as a factor in isolation, we need to understand it in relation to social norms and practices that condone or support violence against women, in particular those relating to masculinity and men's peer group behaviour.

For example, work to reduce the harmful use of alcohol across our society needs to consider the gendered nature of alcohol use and abuse. Alcohol does play a significant role in some domestic, family and sexual violence cases, but not all violence against women involves alcohol, nor does alcohol consumption (even when it is excessive) always result in violence. Put simply, whether a man drinks or not tells us nothing about his likelihood of condoning or perpetrating violence against women. What does predict such support for violence consistently and more than any other factor is whether or not he agrees with sexist, patriarchal and/or sexually hostile attitudes. If he drinks and holds those attitudes, the problem is obviously magnified.

Reducing harmful alcohol use may have some impact on lessening the severity or frequency of violence against women, but if the underlying conditions that drive violence against women remain unaddressed, violence will continue to occur. Section 6 of this Handbook has more information about actions to address the drivers of violence against women and the supporting actions to address the reinforcing factors.

[Speaking publically about preventing men's violence against women: Curly questions and language considerations](#)<sup>38</sup> provides some responses to questions about the reinforcing factors of violence against women, particularly questions about harmful alcohol use and childhood experiences of violence.

More information about violence against women and alcohol can be accessed on the [Our Watch](#)<sup>39</sup> website.





## Resources

### Books

Cordelia Fine, [\*Delusions of Gender: how our minds, society, and neurosexism create difference\*](#). W.W.Norton, 2010.

Lise Eliot, [\*Pink Brain, blue brain: how small differences grow into troublesome gaps – and what we can do about it\*](#). New York: Houghton Mifflin Harcourt, 2010.

Clementine Ford, [\*Fight like a girl\*](#). Melbourne, Allen & Unwin, 2016.

Robert Jensen, [\*The end of patriarchy: radical feminism for men\*](#). Melbourne, Spinifex, 2017.

### Websites

XY Online <http://www.xyonline.net/> A collection of articles and writing on engaging men in achieving gender equality.

Gender Action Portal, Harvard Kennedy School Women and Public Policy Program <http://gap.hks.harvard.edu/> A list of interventions undertaken to address gender inequality in a range of social contexts.

World Wide Women <https://worldwidewomen.co/> A global resource centre for women.

The Everyday Sexism Project <http://everydaysexism.com/> Exists to catalogue instances of sexism experienced in a day to day basis.

Destroy the Joint <https://www.facebook.com/DestroyTheJoint> A FaceBook site established to promote gender equality and civil discourse. Destroy the Joint also keeps a tally of women murdered in Australia.

### Videos

Our Watch, [\*Let's Change the Story\*](https://www.youtube.com/watch?v=fLUVWZvVZXw), <https://www.youtube.com/watch?v=fLUVWZvVZXw>

VicHealth, [\*Attitudes to gender equality and violence against women\*](https://www.youtube.com/watch?v=8E7RGjk69T4), <https://www.youtube.com/watch?v=8E7RGjk69T4>, Findings from the National Community Attitudes Survey 2013

Tony Porter's [\*A call to men\*](http://www.ted.com/talks/tony_porter_a_call_to_men) video looks at masculinity [http://www.ted.com/talks/tony\\_porter\\_a\\_call\\_to\\_men](http://www.ted.com/talks/tony_porter_a_call_to_men)

The Always [\*#like a girl\*](https://www.youtube.com/watch?v=XjJQBjWYDTs) video looks at stereotyping of girls. <https://www.youtube.com/watch?v=XjJQBjWYDTs>



# 3

## Section 3: What is primary prevention?

## In this section you will find:

- an overview of how primary prevention differs from other actions to address violence against women
- the essential actions required to prevent violence against women
- an overview of the need to address harmful gender norms, practices and structures across multiple levels of our society to prevent violence against women.

Primary prevention of violence against women is an emerging area of work. Some of the ideas related to primary prevention might be new to practitioners. It is important that practitioners are clear about how primary prevention is different to response work and early intervention. This section will guide you through this.

## Learning from the public health approach to prevention

Much of the work to prevent violence against women has been informed by public health and health promotion theory and practice. Health promotion recognises that there are three key stages at which actions can be taken to address poor health:

- Actions can be taken *after* a negative health outcome to avoid it happening again. This is known as tertiary prevention or response.
- Actions can be taken at moments of *risk* to stop the negative health outcome from happening or to reduce the severity. This is known as secondary prevention or early intervention.
- Actions can be taken *before* the negative health outcome occurs to stop it from happening at all. This is known as primary prevention or simply prevention.

These three stages of prevention can be used to guide work to prevent violence against women, just as they can for other health issues, as shown in Figure 2.

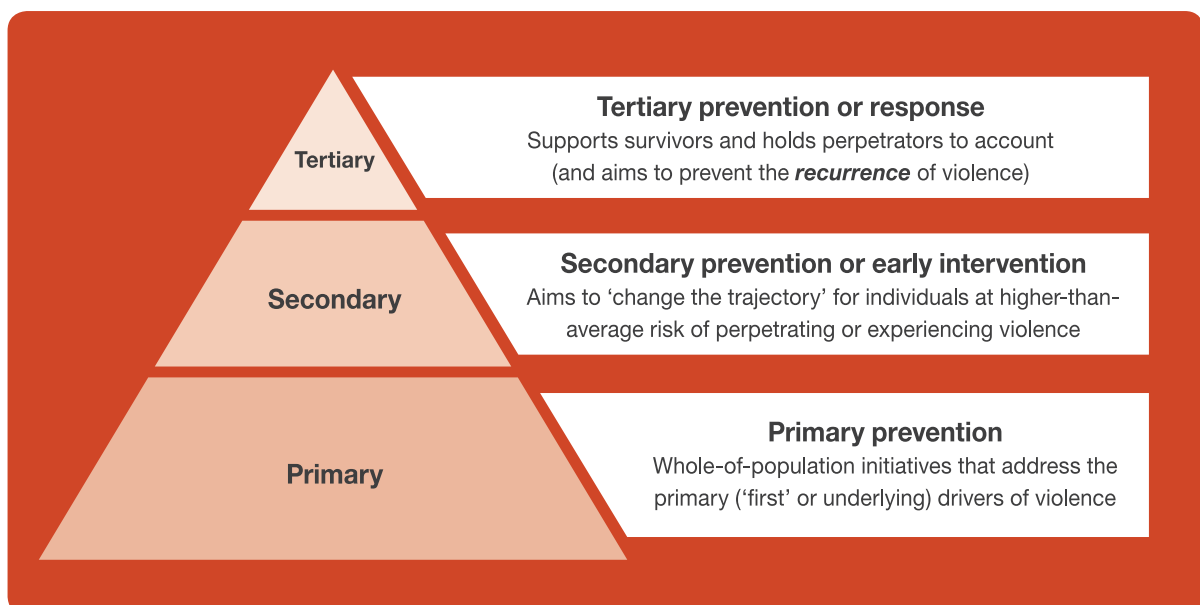


Figure 2: The relationship between primary prevention and other work to address violence against women

Primary prevention is not about working with people at risk of either perpetrating or experiencing violence against women. Rather, primary prevention works with all people, across all levels of society, to change and transform the social context in which violence against women is able to flourish.

Primary prevention is significant because of the three levels of prevention, it is the one that will have the largest impact on the prevalence of violence against women. Tertiary and secondary prevention, while essential, are unlikely to significantly reduce the rates of violence against women on their own.

Australia has been leading the way in the prevention of violence against women. Australia has a [national plan](#),<sup>40</sup> and two national organisations, Our Watch and Australia's National Research Organisation for Women's Safety (ANROWS) providing leadership for this work. All states and territories have local plans and there are a growing number of regional level plans. [Our Watch](#), [ANROWS](#) and [VicHealth](#) worked together to produce [Change the story](#).<sup>41</sup>

## Primary prevention means social change

There are many ways we try to reduce the rates and impacts of violence against women and their children in our communities. This includes increasing police numbers, providing more lighting and CCTV in public spaces and firmer criminal sanctions for perpetrators. Such strategies, as well as direct work with women victims of violence and men who perpetrate violence, are an essential part of society's efforts to reduce violence against women. They are not, however, primary prevention strategies, but rather responses to violence that is already occurring, as they do not seek to address the underlying social conditions that allow violence against women to occur in the first place, primarily gender inequality. As noted in the introduction and outlined in *Change the story*, the gendered drivers of violence against women that primary prevention addresses are:

1. **condoning of violence against women**
2. **men's control of decision-making and limits to women's independence in public and private life**
3. **rigid gender roles and stereotyped constructions of masculinity and femininity**
4. **male peer relations that emphasise aggression and disrespect towards women.**

Primary prevention aims for social transformation on a scale that will create a safe and equal world for women and girls. Primary prevention makes preventing violence everyone's responsibility and asserts that we all have a role to play in changing the culture, structures and attitudes that drive violence against women. It questions and challenges our beliefs and seeks to change the practices and behaviours of all of us.

*Change the story* outlines the five areas of social change – essential actions – that are required if we are to prevent violence against women before it occurs:

1. **challenge condoning of violence against women**
2. **promote women's independence and decision-making in public life and relationships**
3. **foster positive personal identities and challenge gender stereotypes and roles**
4. **strengthen positive, equal and respectful relations between and among women and men, girls and boys**
5. **promote and normalise gender equality in public and private life.**

More information and examples about these essential actions can be found in Section 6 of this Handbook, as well as in *Change the story*.

To prevent violence against women, prevention initiatives must address at least one of the essential actions identified in *Change the story*. At the same time, prevention work must also be consistent with the other essential actions. For example, even if an initiative does not aim to directly challenge gender stereotypes and roles (as identified in action 3), at a minimum it should ensure it is not unintentionally promoting rigid gender stereotypes.

# Norms, practices and structures

As detailed in Section 2, when thinking about social change it is important to remember that we all live in a complicated social system of interdependent:

- norms: things which represent our knowledge about what other people do and we think we should do
- practices: the way these norms are usually or habitually performed
- structures: systems such as organisations or rules that arrange our norms and practices in particular ways.

To prevent violence against women, we need to address norms, practices and structures. If we only work on changing norms without also working to change structures, the changes to our norms are unlikely to stick. If we change structures without changing practices, the new structures will have little impact. If we change practices but don't tackle the underlying norms, the changed practices will not last.

Of course, not every prevention strategy can promote changes to norms, practices and structures. However, in our project planning and implementation we should be mindful of what type of change we are aiming for and the ways in which our work will align with, and be reinforced by, other prevention projects.

Norms, practices and structures can be further described as occurring at different levels of our lives, from individual to community to institutions to society as a whole.

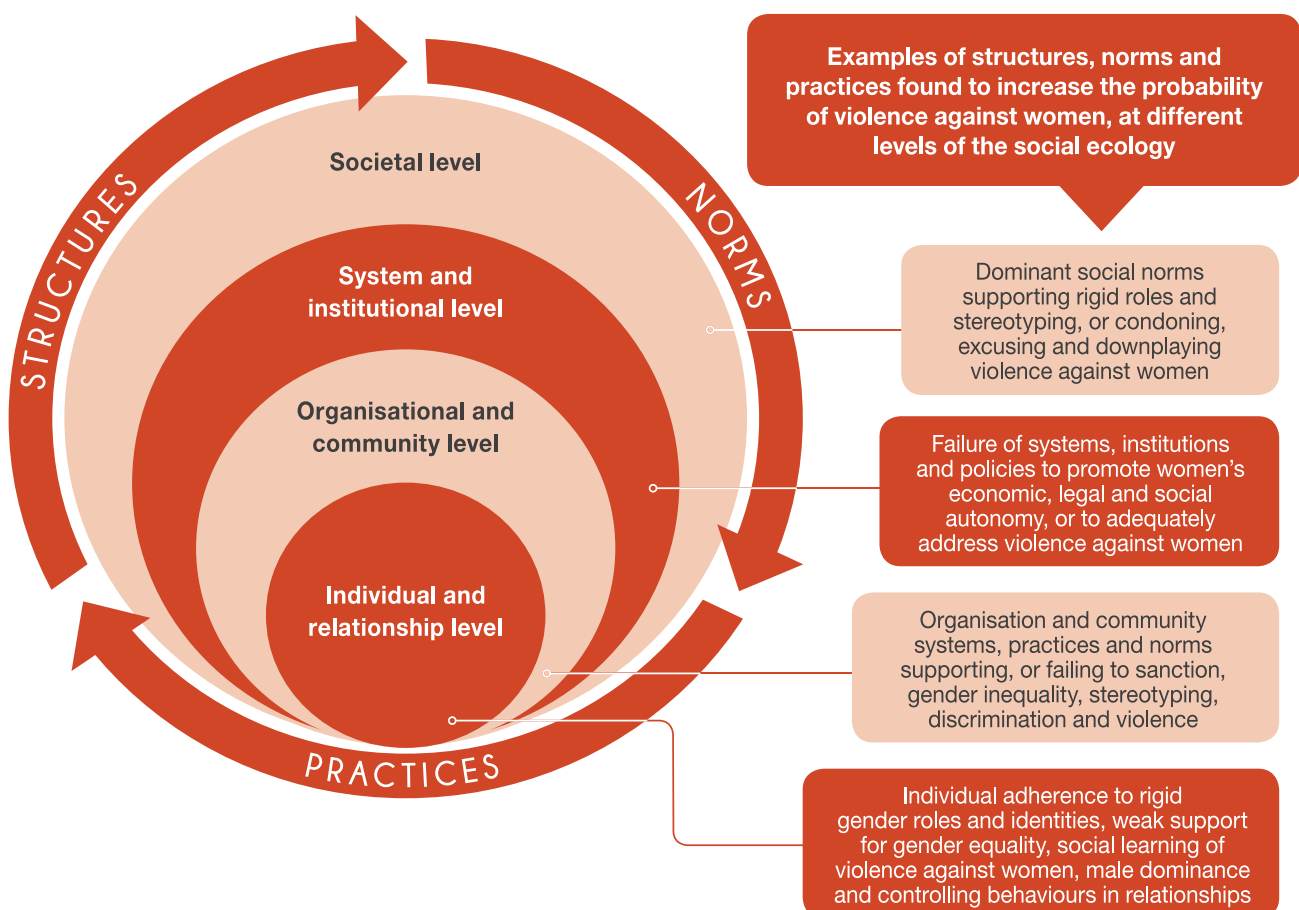


Figure 3: A social ecological model of violence against women.

This ecological model shows the inter-relationships of norms, structures and practices. For example, organisational norms shape individual norms, but are themselves shaped by institutional norms. Again, most prevention practice will not have the capacity to promote change at all levels of the ecological model. But in developing and implementing prevention strategies, practitioners should be conscious of which levels of the ecological model the work is operating at, and of the ways in which it aligns with other work.



### Norms, practices and structures in prevention work in sport

Work that promotes and encourages women's and girls' participation in sport addresses a number of essential actions to prevent violence against women by:

- promoting women's independence and decision-making in public life and relationships
- fostering positive personal identities and challenges gender stereotypes and roles
- strengthening positive, equal and respectful relations between and among women and men, girls and boys.

To work across all of these levels, initiatives need to include work that considers the norms, practices and structures that influence lower participation rates for women and girls in sport.

What are the **norms** about girls and women's participation in sport? Are there barriers in how we think of girls' and women's participation? Do we value girls' and women's participation in sport? Are women and girls who are sports people held in as high regard as men and boys?

How do we see this in **practice**? Are women and girls participating at your club/in your sport?

What are the **structures** that support or discourage girls' and women's participation? Are sport facilities available and accessible for women and girls? Are sporting clubs and environments welcoming and respectful? Is sport available at times and in places which suit women and girls?

Primary prevention also looks at how these structures, norms and practices operate across all levels of our society. What does this look like at individual, community and organisational level, and larger social levels? In sport this includes investigating what it looks like across grassroots sporting clubs, elite level sport, government funding and support, media coverage and sports programs in schools as well as for individuals.

For further information about sport and recreation as a key setting to prevent violence against women, including examples and further resources to support work in this setting, see Section 6.

When we understand what is meant by preventing violence against women, we can see that there are numerous activities both large and small that can be part of the solution to preventing violence against women. Examples of different types of prevention practice are contained in Section 6 of this Handbook. Having a clear understanding of what makes primary prevention different from secondary and tertiary prevention is also important so that our efforts to prevent violence will be effective in the long term.

# 4

**Section 4: What knowledge, skills and attributes are needed to do prevention work?**

## In this section you will find:

- different levels of practitioner skill and knowledge
- an overview of the skills, knowledge and attributes required for prevention work
- guidance for male practitioners.

With the right skills and knowledge, anyone can undertake work to prevent violence against women. Practitioners may have prevention as part or all of their work focus and they may work in range of settings or contexts.

As detailed in Section 1, prevention practitioners are people undertaking activities (or practice) that address one or more of the essential actions that will prevent violence against women:

- challenge condoning of violence against women
- promote women's independence and decision-making in public life and relationships
- foster positive personal identities and challenge gender stereotypes and roles
- strengthen positive, equal and respectful relations between and among women and men, girls and boys
- promote and normalise gender equality in public and private life.

Prevention work is a new and emerging field of work and therefore it requires creativity and innovation. This handbook sets out a way to translate and understand [Change the story](#)<sup>42</sup> in practice, but it is not the only way. We can only begin to imagine the possibilities for prevention work, particularly in settings where work has barely begun.

There will be practitioners who have extensive experience and knowledge of prevention work. These experts and specialists are essential to continue to lead prevention practice and provide guidance for others. There will also be people who have little knowledge of the underlying drivers of violence against women and may not have considered the gendered nature of violence, but from attending a training session or reading an article have developed an interest and desire to learn and do more. Wherever you fit and regardless of your previous experience, prevention work is something you can do. Prevention work can be the sole focus of your job or it can be a smaller component you integrate into your core tasks. There is a role for everyone.

Section 5 describes the key principle and approaches that are fundamental to and effective practice and that all prevention work should adhere to. Throughout the Handbook there is guidance and tips based on consultations with experienced practitioners and evidence that can support and assist in prevention work.

# Knowledge, skills and attributes required for prevention work

As prevention practice continues to emerge as a field of work, our understanding of the knowledge, skills and attributes required to do this work is also growing. The following provides a brief and preliminary overview of the knowledge and types of skills and attributes required to undertake prevention work. You can use this to recognise those you already have and the ones that you may need to work on further.

## Knowledge

This is your theoretical understanding of the issue. This can be gained from reading *Change the story* and this Handbook and having a clear understanding the drivers of violence and the essential actions to prevent violence against women, other research and resources related to preventing violence against women (referred to throughout this Handbook) and from your own experiences working in prevention. Such knowledge can have profound impacts on the way you work as a prevention practitioner. For example, the evidence demonstrates that the change required for prevention does not come about from working with individuals alone, but requires work at the community, organisational, institutional and societal level. This radically affects the way we design our programs and initiatives.

## Skills

These can be developed and built over time and are what you need to put your knowledge and understanding into practice. While formal qualifications are still in development, key skills required include being able to communicate ideas about prevention and to work with others to put prevention into practice. Another important skill is reflective practice, discussed in Section 5.

## Attributes

General qualities or characteristics define the sort of person you are. While we often think of attributes as central to our sense of identity, this does not mean they cannot be strengthened or even changed as we gain new life experiences and knowledge. Key attributes in prevention work can include determination, positivity, resilience, creativity, innovation, an inclusive approach and collaboration. Other key attributes include a commitment to gender equality and social justice, and a willingness to work from the evidence that gender inequality is at the core of violence against women, which can sometimes be personally challenging. When undertaking work in prevention, remember that you can 'bring people in' who have the knowledge or skills that you may not yet have to assist your initiative. This can provide an opportunity to learn from them as well as strengthen the work as a whole.





A number of skills and attributes needed for practitioners working in the prevention of violence against women field have been identified by advanced practitioners who attended a [VicHealth community of practice forum on managing difficult conversations](#).<sup>43</sup> They suggest some ideas you can use these ideas to ‘add light rather than heat’ to your conversations:

- *Keep perspective: it’s a process* – understand that you are engaged in a social change process, influencing change over time. Each conversation is just one part of that bigger process. Allow time for individual conversations and for relationships to develop. This helps avert ‘desperate’ conversations.
- *Be present in the conversation* – use self awareness, mindfulness and active listening to focus on what is happening now in this conversation.
- *Be open versus dualistic* – rather than always having your end point in mind and trying to ‘ram it home’, come into the conversation with openness. Look for common ground and values that align.
- *Gauge readiness* – know your audience and meet people where they are at.
- *Preparedness* – do your homework. Do you know the background and context of this situation? Do you have the data or influential examples you need for this meeting or forum? What issues are you likely to come across? Do you have a repertoire of questions? Plan your conversations.
- *Develop the craft* – the skill of creating effective conversations is a craft that is honed over time. You can get better at it by practising the skills, techniques and self-reflection required.
- *Take up your authority* – you understand the issues, you know the research, you have the experience, so have the confidence to take up your authority to be in this space and do the work you do.
- *Self-reflection* – reflect on your practice and the assumptions you bring to your work.
- *Reconnect with what drives us* – take time to reconnect with the vision and your own convictions about the importance of this work. Take time to nurture yourself so that you can work sustainably.
- *Respect* – practice what you preach. Endeavour to hold the person in positive regard. Respect that people come from different starting points and acknowledge that engaging with prevention of violence against women can mean changing identity, behaviour and privilege. It’s an integrity issue that we work with respect in relationships, given that’s what we are promoting.

## Engaging male practitioners

Currently the vast majority of practitioners are women. This in part reflects the history of work to prevent violence against women in Australia, the types of industries that practitioners have been drawn from and is itself indicative of the gendered nature of many occupations.



As prevention practice grows and innovates, increasing the number of male practitioners is an important goal. Given much of violence prevention work involves challenging and reframing existing expressions of masculinity, there are particular ways that men can engage in these conversations that will support effective prevention. Male practitioners have opportunities to model different ways of expressing masculinity and to bring a personal perspective into conversations with other men about the ways in which men are socialised into particular and limiting expressions of masculinity.

The prevention of violence against women is an issue for men and boys. Jackson Katz, an American violence against women educator, argues that men have a clear role in challenging one another and showing leadership in this area (which he presents in a [TED talk](#)<sup>44</sup>). Violence prevention work also benefits men and boys through promoting healthier attitudes to masculinity. Tony Porter, an American educator and violence against women activist, shares his story in a [TED talk](#)<sup>45</sup> in which he encourages men to break free of the violence supportive ‘man box’ in which many boys were raised (see Section 2 for more on the negative impacts that rigid gender norms and stereotypes can have for men).

While all practitioners need to understand and be aware of how gendered power and privilege plays out across multiple levels of our society, male practitioners need to be particularly sensitive about how being a man benefits them in their work and their daily life. This awareness is particularly important for male practitioners directly interacting with participants, such as when facilitating a group. They need to be mindful of the potential for such conversations to reinforce male power and privilege in unintended ways. The low numbers of men working as prevention practitioners means male practitioners often ‘stand out from the crowd’ simply for being men. Maintaining a reflective practice and encouraging feedback from colleagues and peers are useful ways for male practitioners to improve their practice.

All prevention work must model gender equality and inclusivity in practice. Male practitioners need to consider how they hold a privileged position over female colleagues and the community they are working with. It is important not to unintentionally replicate gender inequality and power imbalances, and to maintain and acknowledge women’s leadership in the sector.

Men who are interested in becoming part of the prevention workforce are encouraged to think about ways in which they can be accountable to women and to ensure that their commitment to reflective practice is strong.

## Practitioner self-care

Self-care is important for prevention practitioners and all work should include ways to promote self-care. Being constantly exposed to stories of violence against women and discussing its impacts and costs can be overwhelming and draining, particularly if practitioners have experienced violence in their own lives.

Prevention work also requires you to question and challenge the systems, structures and beliefs that support gender inequality. Contesting the gender status quo can be met by others with resistance and disbelief. Responding to and managing opposition and resistance to naming and challenging gender inequality can and does take its toll.

Practitioner self-care includes planning and budgeting for training on vicarious trauma, fatigue and burn-out as well as providing opportunities to meet and debrief with others undertaking prevention work through debriefing sessions, communities of practice, learning circles or peer support networks.



While all practitioners need to understand and be aware of how gendered power and privilege plays out across multiple levels of our society, male practitioners need to be particularly sensitive about how being a man benefits them in their work and their daily life.

# 5

## **Section 5: The key principle and good practice approaches to prevention work**

## In this section you will find:

- the key principle behind the prevention of violence against women, which is to transform gender norms, structures and practices for a more equal society
- how to better understand and apply the above key principle in a framework that considers how multiple systems and structures of oppression and discrimination affect different people
- approaches that support practitioners to apply this principle in practice:
  - » be inclusive and responsive to diversity
  - » work in partnership
  - » challenge masculinity and engage men and boys while empowering women and girls
  - » develop and maintain a reflective practice.

In order to end violence against women and create a gender equal society, prevention work should aim to transform the norms, structures and practices in our society that produce gender inequality and underpin the drivers of violence against women. This means making gender inequality the focus of all prevention work while simultaneously understanding and challenging negative norms and stereotypes of all kinds, as well as seeking to change social, political and historical discriminatory structures and practices.

Best practice prevention work must be inclusive of those who experience significant disadvantage and discrimination, and therefore be responsive to differing needs and contexts. This section looks at 'gender transformative practice' and 'intersectionality' separately and then explains how they can be brought together in practice in a way that is inclusive and responsive to diversity. Inclusivity is specifically named in [Change the story](#)<sup>46</sup> as a necessary approach to prevention work and is expanded upon in this Handbook.

It is important to reiterate that the prevention of violence against women is an emerging area of work. Reflections, learnings and lessons from prevention practice across Australia will continue to build upon and strengthen the evidence base on what works in prevention. While we know that identifying, understanding and addressing the multiple complexities in which norms, cultures and practices all interact to condone violence against women is critical, our ideas and understanding of how best to apply intersectionality to different kinds of prevention practice is still emerging and developing. Similarly engaging men and boys in prevention is a relatively new focus in prevention and there is much to be learnt from prevention programs that have focused on intersectionality and engaging men and boys.



## Aim to transform norms, structures and practices for a more equal society

As discussed throughout this Handbook, the prevention of violence against women is fundamentally about addressing the gendered drivers of violence through actions which:

- challenge the condoning of violence against women
- promote women's independence and decision-making in public life and relationships
- foster positive personal identities, and challenge gender stereotypes and roles
- strengthen positive, equal and respectful relations between and among women and men, girls and boys
- promote and normalise gender equality in public and private life.

By their nature, these actions challenge gender norms, practices and structures. This work is referred to as 'gender transformative' as it aims to transform society, i.e. its norms, practices and structures, with a focus on gender. This term is quite technical and not one that we need to use as practitioners, but the concept is valuable for understanding how we do prevention work. The key idea is that we are aiming to transform society by normalising and promoting gender equality and seek to change the reasons women and girls experience violence in the first place, not just to raise awareness about violence itself.

The following table outlines different approaches to addressing violence against women. They work along a continuum from unhelpful approaches that might even be harmful, to approaches that can create positive social change. Not all positive actions to prevention of violence against women will be gender transformative, but they must at least be gender-specific. Initiatives that will likely cause harm as they are in the 'gender exploitative' or 'gender blind' categories run counter to efforts to prevent violence against women and those that are merely 'gender sensitive' might avoid harm, but will not contribute to prevention of violence against women on their own.

Many individuals and communities are engaged in necessary, gender-specific work that reduces the prevalence of violence but is not transformative, such as improving sporting facilities for women. It is still possible when doing this work to incorporate some elements that are transformative, such as making structural changes to the gender makeup of committees that goes alongside work to challenge attitudes around men's and women's leadership capabilities.

Again, it is good to remember that this work is collective. One program or initiative will not be able to do everything. We are relying on the prevention work to be collectively transformative, with each initiative aiming to be as transformative as possible.

	Initiatives in these categories should be avoided as they cause harm and may have a negative impact on efforts to prevent violence against women		Initiatives in this category may not cause harm, but they are unlikely to have any impact on violence against women	Initiatives in these categories should be the focus of prevention work, as they alone can create the changes necessary to reduce violence against women		
	Gender unequal or exploitative	Gender blind	Gender sensitive	Gender specific	Gender transformative	
<b>Gender inequality</b> resulting in a higher probability of violence against women	These approaches perpetuate gender inequalities and may inadvertently maintain or support gender inequality by reinforcing gender stereotypes.	These approaches ignore gender norms and inequalities, can minimise efforts to address gender inequality, and risk contributing to the gendered drivers of violence through implicit support of existing norms.	These approaches acknowledge but do not address gender inequalities.  They are not harmful, but they don't make sustainable changes to society that lead to long-term and significant reductions in violence.	These approaches acknowledge gender inequalities and consider women's specific needs, but do not transform norms and practices.	These approaches address the causes of gender-based inequalities and work to transform harmful gender roles, norms and relations. They challenge both normative and structural inequality.	<b>Gender equality</b> resulting in a lower probability of violence against women.
<b>Examples</b>	Messages and actions that blame victims for the violence or place responsibility for managing perpetrator behaviour on women.	Prevention initiatives that focus exclusively on reinforcing factors like alcohol abuse (which can imply that alcohol is a 'cause' of violence, and implicitly excuse or justify perpetrator behaviour – or blame victims – who are under its influence).	Safety strategies for women such as self-defence classes.	Supporting women's leadership with mentoring, training and quotas but failing to challenge and change the workplace and wider social structures that result in fewer women being in leadership roles in the first place.	Promoting flexible employment conditions to working fathers while challenging the idea that caring for children is a woman's job.	
	Social marketing campaigns that reinforce hyper-masculine stereotypes such as the 'real men don't hit women' campaigns.	Family violence campaigns that show men and women in equal numbers as victims and as perpetrators, when the reality is that women are far more likely to be victims, and men perpetrators of violence.	Campaigns that acknowledge and raise awareness that women are four times more likely than men to experience sexual assault during their lifetime, but do not suggest ways in which we can change society to reduce sexual assault.	The improvement of lighting in outdoor sporting areas. This work aims to increase women's perception of safety, which means that more women may use the facility. In the long term it may help increase gender equality in sports through increased participation by women and girls, but improving lighting is not in itself transformative.	Whole school respectful relationships education that challenges violence-supportive attitudes amongst the students and amongst the teachers, parents and the wider community, and changes in school policies and structures to support gender equality.	
					Work within a sporting club to change attitudes to women's participation in sport so that it is respectful and does not condone violence on or off the field.	

Table 2: a continuum of approaches to prevent violence against women





### Resources on gender transformative approaches

Australian Women's Health Network, [Doing better: Gender-transformative public health messages](http://awhn.org.au/doing-better-gender-transformative-public-health-messages/), <http://awhn.org.au/doing-better-gender-transformative-public-health-messages/>

British Columbia Centre of Excellence for Women's Health, [Gender Equity through Health Promotion](http://promotinghealthinwomen.ca/) provides online resources and training materials on gender transformative health promotion, <http://promotinghealthinwomen.ca/>

Lorraine Greaves, Ann Pederson and Nancy Poole, [Making it better: Gender transformative health promotion](http://womenspress.canadianscholars.ca/books/making-it-better), [womenspress.canadianscholars.ca/books/making-it-better](http://womenspress.canadianscholars.ca/books/making-it-better),

Women's Health Victoria, [Gender transformative policy and practice](http://whv.org.au/publications-resources/publications-resources-by-topic/post/gender-transformative-policy-and-practice/), <http://whv.org.au/publications-resources/publications-resources-by-topic/post/gender-transformative-policy-and-practice/>



Best practice prevention work must be inclusive of those who experience significant disadvantage and discrimination, and therefore be responsive to differing needs and contexts.

# Addressing other forms of social inequality and discrimination to create gender equality for all: an intersectional approach

Another key part of good practice is to recognise that gender inequality is not experienced the same way by all women, nor expressed the same way in all contexts. An Anglo-Australian, able-bodied woman will, for example, have a vastly different experience of sexism in Australia than a recently arrived refugee woman or a woman with a disability from any cultural background. The consideration of how people experience multiple, intersecting forms of discrimination and disadvantage is known as intersectionality.

A 'gender-transformative intersectional approach' is an approach that aims to transform norms, structures and practices while considering how multiple systems and structures of oppression and discrimination affect different people. However there's no need to use such a jargon-laden phrase in practice! The important thing is to understand what it entails: the recognition that while gender inequality is always influential as a driver of violence against women, it cannot be considered in isolation.

While it is important to put gender at the centre of prevention work, we also need to recognise that gender is not the same thing for all women (or men) and if we don't simultaneously work to transform norms, structures and practices around other forms of inequality and discrimination, then we can never create gender equality for all.

As part of your prevention work you should seek to identify other forms of discrimination experienced by women within the setting or the community where your work is occurring or across society as a whole if you are working with the whole population, for example through communications campaigns. This exercise should also involve engaging and partnering with other sectors or organisations, such as disability or immigration support services (especially those with a focus on women), which have the specialist knowledge needed to do such work effectively.

Kimberlé Crenshaw, in her landmark article establishing the principle of 'intersectionality', [\*Mapping the margins: Intersectionality, identity politics, and violence against women of color\*](#),<sup>47</sup> describes it as:



*Consider an analogy to traffic in an intersection, coming and going in all four directions. Discrimination, like traffic through an intersection, may flow in one direction, and it may flow in another. If an accident happens in an intersection, it can be caused by cars travelling from any number of directions, and sometimes, from all of them. Similarly, if a Black woman is harmed because she is in an intersection, her injury could result from sex discrimination or race discrimination...But it is not always easy to reconstruct an accident. Sometimes the tyre marks and the injuries simply indicate that they occurred simultaneously, frustrating efforts to determine which driver caused the harm.*



## An intersectional understanding of violence against women

An intersectional understanding of violence against women acknowledges that while gender inequality is a necessary condition for violence against women, it is not the only or necessarily the most prominent factor in every context. An intersectional understanding also acknowledges that violence against women is often experienced in combination with other forms of structural inequality and discrimination. For example, for Aboriginal and Torres Strait Islander women, racism and the legacy of colonisation intersects with sexist beliefs, behaviours and structures resulting in violence that is different for them in comparison to non-Aboriginal and Torres Strait Islander women. Examining how other forms of structural inequality and discrimination intersect with gender inequalities to exacerbate violence supports practitioners to effectively address the root causes of violence against all women, across the diversity of the Australian population.

Preventing violence (as distinct from responding to it) requires focusing on who is perpetrating the violence, the social context in which it occurs and what is driving it. While it is crucial to understand the various ways that women experience violence (including discrimination), the focus of prevention work must be on the structures, norms and practices that drive and condone violence and discrimination.

Using violence against immigrant women as an example, it is not women's ethnicity that puts them at risk of violence. Rather it is a complex interaction between norms, structures and practices relating to gender, culture, racism and violence. For example, the excuses made for men's use of violence against women from culturally and linguistically diverse backgrounds can be driven by racism as much as sexism. Think of an Anglo-Australian man tearing off a Muslim woman's headscarf while making sexual comments or threats. There is no way to distinguish whether sexism, racism or Islamophobia is what drives this violence – it is all of these things intersecting as well as the perpetrator's abuse of his various forms of power and privilege.

Thus an intersectional understanding of violence against women should not focus on the characteristics of the group itself, but on social structures and social and cultural norms that discriminate and disadvantage that group. At the same time, it is important to remember that no group is homogenous or defined by a single identity or characteristic.

Applying intersectionality in prevention also means looking at where extra work needs to be done on addressing particular norms, practices and structural forms of discrimination. Examples might include strategies to address the lack of leadership opportunities for immigrant women through mentoring programs or the provision of financial literacy programs with the aim of promoting immigrant women's independence.

Approach 1, 'Be inclusive and responsive to diversity' is a key element of applying intersectionality to our work.



### Resources on intersectionality

Kimberlé Crenshaw, *Mapping the margins: Intersectionality, identity politics, and violence against women of color*, [http://socialdifference.columbia.edu/files/socialdiff/projects/Article\\_Mapping\\_the\\_Margins\\_by\\_Kimblere\\_Crenshaw.pdf](http://socialdifference.columbia.edu/files/socialdiff/projects/Article_Mapping_the_Margins_by_Kimblere_Crenshaw.pdf)

Our Watch, *Reflections from the 2016 Prevalent and Preventable Conference*, <https://www.ourwatch.org.au/getmedia/94d8b4ba-c661-448d-96d2-1d5e00c93256/PPVAW-Conference-reflections.pdf.aspx>

## Examples of intersectional prevention approaches

Putting intersectionality into practice in ways that are respectful, non-stigmatising, non-tokenistic and empowering for women and communities who are affected by multiple forms of discrimination and disadvantage requires understanding, careful planning and consideration.

This Handbook is just one tool we can use to improve our practice in preventing violence against women in an intersectional way. Discussions with your colleagues, learning from organisations working with different communities and groups of people, as well as reflective practice are crucial to the continued improvement of our intersectional prevention work.

The following examples of intersectional prevention work highlight three of the key approaches detailed above, including:

- being inclusive and responsive to diversity
- working in partnership to achieve common goals
- challenging masculinity and engaging men and boys while empowering women and girls.

It is important to note that the three population groups featured in these examples – Aboriginal and Torres Strait Islander women, women from culturally and linguistically diverse communities, and women with disabilities – represent only a sample of our diverse society. We acknowledge that many other population groups are subjected to multiple forms of discrimination and disadvantage, including older women, women who identify as lesbian, bisexual or queer, girls and young women, women in sex work, women from rural and remote locations, and people who are transgender, intersex or identify with non-binary expressions of sex/gender.

## Preventing violence against Aboriginal and Torres Strait Islander women

Aboriginal and Torres Strait Islander women are simultaneously affected by multiple forms of discrimination, marginalisation and disadvantage, which have a significant, complex and cumulative impact. For example, Aboriginal and Torres Strait Islander women experience very high rates of violence perpetrated by both Indigenous and non-Indigenous men.

Prevention work undertaken in Aboriginal and Torres Strait Islander communities should incorporate established principles for working in these contexts. It is particularly important that this work adopts a participatory and community-driven approach that is healing-informed and culturally sensitive. It should actively and carefully engage both Indigenous women and Indigenous men.



### Understanding violence against Aboriginal and Torres Strait Islander women in context

Violence against Aboriginal and Torres Strait Islander women and their children must be considered in the context of broader colonial violence. This includes racial discrimination, the intergenerational impacts of dispossession, the forced removal of children, the interruption of cultural practices that mitigate against interpersonal violence and the ongoing and cumulative economic exclusion experienced by Indigenous communities across Australia. Gender inequality intersects in complex ways with the ongoing legacy of colonisation, racism and intergenerational trauma – a legacy that affects both Indigenous women and men.

Go to the *Resources on preventing violence against Aboriginal and Torres Strait Islander women, and working with Aboriginal and Torres Strait Islander communities'* toolbox for more information.

However, preventing violence against Aboriginal and Torres Strait Islander women should not only be limited to work in specific communities, as this violence is also perpetrated by non-Indigenous men. This work needs to be part of a comprehensive, whole-of-population approach to prevention across Australia.

This work must also address the power relations, social norms, practices and structures that continue to discriminate against and disadvantage Aboriginal and Torres Strait Islander people, both women and men. This means addressing the ongoing legacies of colonisation, racism and intergenerational trauma that contribute not only to high rates of gendered violence but also to other forms of violence, both among and against Aboriginal and Torres Strait Islander people.



### **Case study: Our Men Our Healing, The Healing Foundation, Northern Territory**

Our Men Our Healing supported projects in the remote Northern Territory communities of Maningrida, Ngukurr and Wurrumiyanga. As a holistic men's support program, it had several objectives designed to address interrelated issues including family violence, alcohol and drug use, self-harm, incarceration, and social and emotional wellbeing. The program strengthened and empowered Aboriginal men through cultural, therapeutic and educational activities, which were broad in their focus and approach and included family support and advocacy, group programs and community events.

In the program evaluation, co-design was seen as the factor most important to success. Co-design in the delivery of Our Men Our Healing meant community ownership and a commitment to local cultures and needs.

The program highlights the success that partnerships between government, non-government and community sectors can deliver. Our Men Our Healing was a collaboration between the Northern Territory Government, the Healing Foundation, and local communities. Over 400 men participated in the program, reflecting the success of the program's community-driven approach.

Within each community there was a decrease in incidents of family and domestic violence. The communities also reported less violence in general. Suicide and self-harm rates also decreased. In Wurrumiyanga there was a 50 percent reduction in the number of men registered with the Northern Territory Department of Correctional Services as well as a significant reduction in rates of recurring anti-social behaviours. Women reported feeling safer and more supported by men and the health and emotional wellbeing among men in the communities improved.

For more information on the Our Men Our Healing program, go to [The Healing Foundation, http://healingfoundation.org.au/community-healing/mens-healing/](http://healingfoundation.org.au/community-healing/mens-healing/)

## **Commit to specific and intensive effort with communities affected by multiple forms of disadvantage and discrimination**

As outlined in *Change the Story*, equality and safety for all women can only be achieved with specific and intensive effort for those currently experiencing multiple forms of discrimination and inequality. Because some groups experience multiple forms of discrimination and disadvantage, the cumulative impact of this can lead to higher level of violence for women in such groups. This, in turn, calls for greater intensity of effort and resources for work with such groups in order to address such complex and intersecting factors.

As stated above, strategies to prevent violence against women need to target the particular structures, norms and practices that drive discrimination and disadvantage for those individuals or communities. Partnerships between those working on the prevention of violence against women and those working in other areas of social policy can help concentrate shared effort and resources in these high priority areas and contexts. For example, forming partnerships and coalitions that build collective challenges to gender inequality, racism, ableism, ageism, classism, homophobia and transphobia and/or to address the legacies of colonisation for Aboriginal and Torres Strait Islander people to promote broader social equality.



### **Resources on preventing violence against Aboriginal and Torres Strait Islander women, and working with Aboriginal and Torres Strait Islander communities**

Aboriginal Family Violence Prevention & Legal Service Victoria, *Prevention and education*, <http://www.fvpls.org/Prevention-and-Education.php>

Australia's National Research Organisation for Women's Safety (ANROWS), *Existing knowledge, practice and responses to violence against women in Australian Indigenous communities: State of knowledge paper*, <http://anrows.org.au/publications/landscapes/existing-knowledge-practice-and-responses-violence-against-women-in>

[National Aboriginal and Torres Strait Islander Women's Alliance](http://natsiwa.org.au/), <http://natsiwa.org.au/>

[National Family Violence Prevention Legal Services](http://www.nationalfvpls.org/index.php), including links to state and territory member organisations, <http://www.nationalfvpls.org/index.php>

Secretariat of National Aboriginal and Islander Child Care (SNAICC), *Safe for our kids: A guide to family violence response and prevention for Aboriginal and Torres Strait Islander children and families*, <http://www.snaicc.org.au/product/safe-for-our-kids/>

The Healing Foundation, *Our healing our solutions: Sharing our evidence*, <http://cmhdaresearchnetwork.com.au/wp-content/uploads/2016/11/ForumATSIHealingMoffatMullinsAug2014.pdf> and *Glossary of healing terms*, <http://www.barwonlc-s.schools.nsw.edu.au/documents/195940/196221/Glossary-of-Healing-Terms.pdf>

Forthcoming resource: Our Watch, together with Aboriginal and Torres Strait Islander stakeholders, is developing a dedicated resource to guide the prevention of violence against Aboriginal and Torres Strait Islander women and their children, to be released as a companion document to *Change the story* in 2017.

## Preventing violence against women in our culturally and linguistically diverse community

All prevention work should recognise that the Australian community as a whole is culturally and linguistically diverse. It's also important to recognise that women from some particular cultural or linguistic backgrounds and communities, and women who are refugees or asylum seekers, are impacted not only by sexism and gender discrimination but also by other significant social, cultural and structural factors.

When working in the culturally and linguistically diverse community, you should:

- Take an approach that not only includes women, but also supports them to be champions and leaders in their own communities. Women should be engaged as active participants throughout planning, implementation and evaluation of your strategy. Men's engagement should be undertaken in a way that supports women's leadership and empowerment within the community or setting. White Ribbon Australia has produced a [paper on working with men from culturally and linguistically diverse communities in prevention work](#),<sup>48</sup> which is useful for people working in these communities.
- Ensure work is done in partnership with relevant community-based organisations, including women's health services and migrant services. These organisations have existing relationships with different community groups, and can help ensure your prevention strategy is relevant for your community. Section 7 has more information on the importance of partnerships and engaging key stakeholders.
- Ensure that prevention strategies are accessible and culturally appropriate for men and women from diverse backgrounds. For example, you may require bilingual facilitators and resources in different languages to ensure the key messages can be understood by your intended audiences.
- Read up on how to answer the tricky questions about culture and violence that might get asked. These can be found in Women's Health West's [Speaking publicly about preventing men's violence against women: Curly questions and language considerations](#).<sup>49</sup>
- A [VicHealth](#)<sup>50</sup> Community of Practice forum on working with culturally and linguistically diverse communities on prevention provides some tips and suggestions.







## Women must be included in work engaging men and boys to ensure women and girls are not further excluded or silenced.



While all women in our culturally and linguistically diverse country experience sexism and gender inequality in different ways, some women, such as those who are newly arrived migrants or refugees, are marginalised by additional structural factors based on their social, cultural and economic position in society.

Partnering with multicultural women's organisations or migrant and refugee settlement services is important to make sure your prevention work reaches groups or individual women who may otherwise be excluded.

When working with migrant or refugee communities, you should be aware of further sources of disadvantage, such as:

- social isolation, including a lack of established family networks, support systems and community structures
- language and cultural barriers that can prevent women from accessing support and response services when they have experienced violence
- dealing with the distress of refugee displacement and prior experiences of torture and trauma from conflict-affected backgrounds
- language and cultural barriers, and social isolation that can limit awareness of rights and available services in Australia and the local area
- uncertainty or fear around visa or immigration status
- discrimination and racism from the wider community on the basis of their cultural, ethnic or linguistic backgrounds, or religious identity.

Work with culturally and linguistically diverse communities also needs to consider engaging men and boys in the community. Women must be included in work engaging men and boys to ensure women and girls are not further excluded or silenced.



### **Case study: Hamdel Project, Whittlesea Community Connections with The Salvation Army Crossroads and Women's Health in the North, Victoria**

The Hamdel Project was a pilot prevention program that explored different prevention techniques in the local Iranian community. The program was designed and implemented through a close partnership between an established Iranian women's group and local health and family organisations. One of the main objectives was to build the capacity of the women's group and they had primary responsibility for developing the program's activities. The women's group also identified other potentially influential leaders and men to work with and determined how this should happen.

One of the strengths of the program was the close working relationship between community development staff and the Iranian women's group. This improved both the community awareness of the drivers of violence against women and the prevention of violence against women, as well as building the organisational capacity of the women's group to deliver prevention strategies.

The delivery of program activities by female and male facilitators, both Iranian and non-Iranian, also created the opportunity to challenge myths on cultural gender roles. This emphasis on cross-cultural communication also promoted better understanding between diverse sections of the community.

For more information, go to the [Evaluation of the Preventing Violence Against Women and their Children in Culturally and Linguistically Diverse Communities Project](https://www.ourwatch.org.au/getmedia/8706760f-1245-4acd-b704-d8a2add12469/OurWatch-CALD-Evaluation-AA.pdf.aspx), <https://www.ourwatch.org.au/getmedia/8706760f-1245-4acd-b704-d8a2add12469/OurWatch-CALD-Evaluation-AA.pdf.aspx>



### **Resources on preventing violence in the culturally and linguistically diverse Australian community**

AMES, Australian Government (Department of Social Services), [Violence against women in CALD communities: Understandings and actions to prevent violence against women in CALD communities](https://www.ames.net.au/files/file/Research/20832%20AMES%20Actions%20Report%20Web.pdf), [https://www.ames.net.au/files/file/Research/20832 AMES Actions Report Web.pdf](https://www.ames.net.au/files/file/Research/20832%20AMES%20Actions%20Report%20Web.pdf)

Multicultural Centre for Women's Health, [Primary prevention of violence fact sheets](http://www.mcwh.com.au/fact-sheets.php), <http://www.mcwh.com.au/fact-sheets.php>

Multicultural Centre for Women's Health, [On her way: Primary prevention of violence against immigrant & refugee women in Australia](http://www.mcwh.com.au/downloads/publications/On_Her_Way_2011.pdf), [http://www.mcwh.com.au/downloads/publications/On\\_Her\\_Way\\_2011.pdf](http://www.mcwh.com.au/downloads/publications/On_Her_Way_2011.pdf)

Our Watch, [Community based prevention of violence against women and their children: a toolkit for practitioners](https://www.ourwatch.org.au/getmedia/0ae20458-abd0-4df6-81a9-4626c98dee25/OurWatch-Community-Toolkit-2-AA.pdf.aspx), <https://www.ourwatch.org.au/getmedia/0ae20458-abd0-4df6-81a9-4626c98dee25/OurWatch-Community-Toolkit-2-AA.pdf.aspx>

Our Watch, [Working with culturally and linguistically diverse communities](http://www.ourwatch.org.au/What-We-Do/Culturally-and-Linguistically-Diverse-Communities), <http://www.ourwatch.org.au/What-We-Do/Culturally-and-Linguistically-Diverse-Communities>

White Ribbon Australia, [Diversity Program](https://www.whiteribbon.org.au/stop-violence-against-women/what-white-ribbon-does/working-diverse-communities/), <https://www.whiteribbon.org.au/stop-violence-against-women/what-white-ribbon-does/working-diverse-communities/> and research paper on [Key issues in working with men from immigrant and refugee communities in preventing violence against women](https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR_Research_Paper_V7.pdf), [https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR\\_Research\\_Paper\\_V7.pdf](https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR_Research_Paper_V7.pdf)

VicHealth, [Preventing Violence Against women: Community of Practice reflections \(working with CALD communities\)](https://www.vichealth.vic.gov.au/media-and-resources/publications/community-of-practice-reflections), <https://www.vichealth.vic.gov.au/media-and-resources/publications/community-of-practice-reflections>

## Preventing violence against women with disabilities

Women with disabilities experience gender inequality and sexism as well as inequality that stems from societal attitudes and practices towards those with disabilities, often in ways that are inextricably linked.

Violence against women with disabilities includes violence within the family and intimate relationships, sexual assault and disability-based violence. Women with disabilities are at risk of unique types of violence associated with social discrimination against disability, such as sterilisation and abuse in disability care settings or where they are socially isolated. Perpetrators of violence may be intimate partners, other family members, home carers, or staff in institutional or service settings. Men with disabilities may also be perpetrators of this violence. Violence can also cause disability through mental and physical injuries inflicted on women.

Women and girls with disabilities also come from a diverse range of backgrounds. This means that disability intersects with other factors in women's lives that can expose them to additional forms of disadvantage and discrimination.

Key considerations for work to prevent violence against women with disabilities include:

- Remember that women with disabilities should be included in all prevention work as practitioners, leaders and champions
- Include women with disabilities throughout the planning cycle, including consultation and participation in decision-making, implementation and evaluation.
- Be aware of the specific forms of violence that women with disabilities experience and the ways in which they are marginalised by wider society.
- Ensure all work, including community consultation, is inclusive and accessible to a range of audiences, and ensure activities do not lead to further harm, disadvantage or discrimination. Remember that members of the target audience may have multiple different forms of disability and consider how to make your work accessible and comprehensive for everyone.
- Include information on the specific forms of violence and inequality that women with disabilities face in their day-to-day lives and on how to address these specific norms, practices and structures.
- Train facilitators to deliver prevention work that is both gender transformative and disability-sensitive. See the Women with Disabilities Victoria case study on the following page.



Remember that women with disabilities should be included in all prevention work as practitioners, leaders and champions.



### Case study: Workforce Development Program on Gender and Disability, Women with Disabilities Victoria

Women with Disabilities Victoria's Workforce Development Program on Gender and Disability commenced in 2014. The program's primary objective is to create organisational culture change by delivering workshops and education programs on gender equality and disability, violence against women and gender sensitive practices in delivering appropriate disability services. The program takes a gender transformative approach to organisational development and focuses on raising awareness, understanding and sensitivity to gender and disability issues.

Evaluation of the program found that the pilot had several strengths, including the strong commitment shown by management in the pilot organisations in mobilising resources and championing the training sessions. The central role of women with disabilities in the design and delivery of the workshops also contributed to the uptake of the program's key messages. Women with disabilities were upskilled to co-facilitate program training sessions alongside trainers from women's health and women's legal services.

For more information on the Workforce Development Program, go to [Women with Disabilities Victoria](http://www.wdv.org.au/), <http://www.wdv.org.au/>



### Resources on preventing violence against women with disabilities

Australian Human Rights Commission, [Information on disability rights](http://www.humanrights.gov.au/our-work/disability-rights), [www.humanrights.gov.au/our-work/disability-rights](http://www.humanrights.gov.au/our-work/disability-rights)

National Disability Services, [National Zero Tolerance Framework](https://www.nds.org.au/images/resources/resource-files/Nat_Zero_Tolerance_framework.pdf), [https://www.nds.org.au/images/resources/resource-files/Nat\\_Zero\\_Tolerance\\_framework.pdf](https://www.nds.org.au/images/resources/resource-files/Nat_Zero_Tolerance_framework.pdf)

People with Disability Australia, [Preventing violence](http://www.pwd.org.au/issues/preventing-violence.html), <http://www.pwd.org.au/issues/preventing-violence.html>

State and territory government departments can also provide information and links to further services. The Victorian Government's Office for Disability is a good example: [Communicate and consult with people with a disability](http://www.dhs.vic.gov.au/for-business-and-community/community-involvement/people-with-a-disability-in-the-community/communicate-and-consult-with-people-with-a-disability), <http://www.dhs.vic.gov.au/for-business-and-community/community-involvement/people-with-a-disability-in-the-community/communicate-and-consult-with-people-with-a-disability>

Women with Disabilities Victoria, [Voices Against Violence Research Project](http://www.wdv.org.au/voicesagainstviolence.html), <http://www.wdv.org.au/voicesagainstviolence.html>

Women with Disabilities Australia, [Preventing violence against women and girls with disabilities: Integrating a human rights perspective](http://wwda.org.au/wp-content/uploads/2015/04/Think-Piece_WWD.pdf), [http://wwda.org.au/wp-content/uploads/2015/04/Think-Piece\\_WWD.pdf](http://wwda.org.au/wp-content/uploads/2015/04/Think-Piece_WWD.pdf)

Women with Disabilities Australia Youth Network video, [What is disability?](http://youth.wwda.org.au/what-is-disability/), <http://youth.wwda.org.au/what-is-disability/>

# Approach 1: Be inclusive and responsive to diversity

To prevent violence against all women, we need an inclusive and truly universal approach that engages people from all demographics – from all cultural and socio-economic backgrounds, of all ages, genders and sexualities and from urban, regional and remote locations.

## Tailoring initiatives to your audience

It is critical to tailor your approach to address the drivers of violence that are of particular relevance to your intended audience, using a participatory approach to involve members of that community in the process. This does not mean every initiative must reach everyone. On the contrary, a ‘one-size-fits-all’ approach is likely to have limited effectiveness. Instead, every initiative should be carefully tailored to make sure that they ‘speak’ to their intended audience, whether this is men in a male-dominated outer suburban football club, young people in an Aboriginal community or journalists working in a specific media environment.

Different communities will also have different cultural understandings and interpretations of some of the key concepts important in prevention work such as gender, gender relations, and men’s and women’s roles and identities. Prevention strategies need to engage carefully with these varying social and cultural norms.

When working with a specific population group such as people in a particular age group, people from a particular culture, people living in a particular location or people employed in a particular workplace, you will need to develop a good understanding of the needs and preferences of that group and the issues relevant to their context.

However, as this section has explored, tailoring your approach is not enough on its own. While a focus on the characteristics and cultural norms and practices relevant to a particular group is critical, applying intersectionality in your prevention work needs to see violence against women in that group as occurring within a broader social context. In the case of immigrant women, racist norms and practices tend to excuse or condone violence against these women. For example, poor responses from police or stereotyped media coverage about violence within those groups. Other practices operate to constrain some women’s independence, such as the practice of linking a woman’s immigration visas to her husband’s. Addressing the interaction between such norms, cultures and practices can be complex and will require careful consideration in each case, particularly to ensure that attention is paid to the multiple relevant factors.

## Ensuring initiatives are inclusive

When using images and stories, include people from a range of communities and across the lifespan. This includes people from different cultural backgrounds including Aboriginal and Torres Strait Islanders, people who identify as lesbian, gay, bisexual, transgender or intersex, young and old people, people in non-traditional families and people with disabilities. This can include using campaign or project imagery that deliberately shows men and women with multiple identities.

In doing so, people engaging in your prevention work see themselves, their families and their community represented and this increases their ownership of the prevention work. Make sure that this diverse representation emphasises positive stories of change and gender equality. This ensures that your work does not unintentionally reinforce myths and stereotypes about violence against women and particular groups.

Use stories and images that challenge gender stereotypes, such as having female CEOs of sporting clubs and men in caring roles. This ‘normalises’ activities and roles that are seen as stepping outside of the norm. Seek out good stories of prevention that have challenged and changed structures and norms. For example, the launch of the [AFL women’s league](#)<sup>51</sup> and the number of players who have revealed they are in same-sex relationships, has generated [positive media coverage](#)<sup>52</sup> and community conversations about gender equality, inclusion and respectful relationships.

Inclusivity also refers to the involvement of a range of different people and groups in the planning and governance of prevention practice.

## **Working across the life course**

There are particular stages in the life course that are important transition points or which present particular opportunities to address the drivers of violence against women. These stages may include childhood and adolescence, the transition from school to work, transition from being single into having an intimate relationship, parenting, separation and older age. They are times when people often reflect on their own values, identities and beliefs, and may make choices about the way they live their lives. Consequently, these life stages offer important opportunities for prevention practice to provide new information and ideas that supports individuals and peer groups to understand and address the drivers of violence.

### *Childhood and adolescence*

Experiences in childhood and youth have a particularly strong influence and can impact development and future life paths. As gender roles and identities are being formed, there are opportunities to help younger children establish positive personal identities and equitable notions of gender that avoid rigid stereotypes. The contemporary context in which young people live includes the rise of new media in which objectifying and sexualised imagery of women is commonplace. Many young people access pornography before their first sexual experience and this may be their only or primary source of information on sexuality and sexual relationships. This may influence behaviours as well as attitudes and norms about violence against women. Prevention work through schools, social media and other settings can help develop young people's ability to critique such influences and build their capacity to create healthy sexual identities, and respectful and egalitarian intimate relationships. See Section 6 for further information and resources for work in these settings.

### *New parents*

Another key stage for prevention work is with expectant and new parents. Traditional notions of parenthood – and particularly the gendered roles and identities associated with care for children – can exert a powerful influence on how new parents approach and negotiate their parenting roles. The decisions that couples make during this key stage of life can have important consequences on the level of equality within their relationship, together with impacts on women's participation in the workforce and future economic independence. See Section 6 for more information on prevention work with first time parents.

### *Separation and divorce*

Separation and divorce are times when the risk of intimate partner violence is especially high, with those men used to exercising power and control over their partners more likely to perpetrate violence as that power and control is lost, in line with the recognised backlash effect. While early intervention and response efforts are particularly important during this period, prevention initiatives can be tailored to ensure they reach and are relevant to those recently separated or divorced.

### *Older women*

Although older women are less likely to experience violence, they are more likely to be in relationships and social environments in which traditional norms about violence and gender relations prevail and may have a relatively high degree of economic dependence on male partners. Again, prevention efforts should be tailored and relevant to older people and reach the settings where they live, work and socialise.

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There is a role for everyone in preventing violence against women but different organisations, community groups and institutions bring different skills and benefits to prevention activities.



## Approach 2: Work in partnership

*Change the story* is a framework for the shared understanding of the drivers of violence against women and their children in Australia and outlines the collaborative action required to prevent it. Strong partnerships that include diverse organisations and institutions, whole communities as well as individual women and men, girls and boys are required to implement these actions.

There is a role for everyone in preventing violence against women but different organisations, community groups and institutions bring different skills and benefits to prevention activities. Prevention activity that is coordinated and consistent builds and strengthens the work of others, and working in partnership and utilising the strengths and skills of partner's forms the basis for effective prevention activity.

Element 5 of *Change the story* outlines stakeholder roles and responsibilities and that an effective national approach to the prevention of violence against women must coordinate and systematise the efforts of multiple stakeholders.

Refer to *Change the story* for the roles of federal, state and local governments and the importance of partnerships across sectors and between violence prevention/gender equality specialists and 'mainstream' organisations.

When planning for prevention, consider the skills and knowledge required and the spheres of influence of potential partners. Take time to consider who could and should be involved as partners in the work and make an effort to be inclusive. See Section 7 for more information on establishing partnerships in prevention work.

Partnerships are an excellent way to engage individuals and organisations with specialist expertise to make sure your work is informed by the experience of diverse groups. Working in partnerships and taking a participatory approach to the development, implementation and evaluation of prevention initiatives not only ensure that the ideas of different groups are taken into account, but help promote self-advocacy and capacity-building across different areas of specialisation based on understandings of diversity, respect and sensitivity.

Actively encouraging the voices and experiences of women who are often silenced or not considered, such as women with disabilities, Aboriginal and Torres Strait Islander women, and refugee women, as partners in the work including as part of governance or advisory structures is important. Supporting the participation, representation and decision-making power of groups that are marginalised or who experience multiple and compounded forms of discrimination, is a crucial element of applying intersectionality in prevention work.

Finally, partnerships are essential for addressing factors that can reinforce or exacerbate violence against women in the context of its gendered drivers, such as experience of violence as a child or harmful social norms relating to alcohol and gender. Addressing these reinforcing factors entails a new way of working that brings together specialist preventing violence against women expertise with those working across other areas of social policy, advocacy and practice (see box on p.65).

### Things to consider

#### *A role for everyone and ensuring relevant stakeholders have a 'place at the table'*

Every sector, institution, organisation, community and individual has a role to play in preventing violence against women, but all will have different levels of expertise and capacity as well as varying spheres of influence and opportunities to take action. Partnerships for prevention could be a diverse group that includes private industry, women's health organisations, disability advocates, unions and local government.

The reflective practice you have undertaken throughout all stages of your prevention project will help you to determine the groups of women who are affected by multiple forms of discrimination, and consequently help you to identify the experts or stakeholders (services, peak bodies and community leaders) who should have a 'place at the table'. Giving power to representatives of groups affected by multiple forms of discrimination is a key component of an intersectional approach to prevention. Having the right people at the table will also ensure that your work is accessible to those you want to work with or reach, and can also provide an effective way to communicate with the target audience or community.



Another way of ensuring that your work can be accessed by the right people is to establish a project reference group that is representative of the demographic and/or community you are trying to engage. This can go beyond assigning people from a particular identity but ensuring a mix of people who represent various sectors and identities. It is important to recognise that some communities experience consultation fatigue and that there are often gatekeepers within communities who may not provide you with access to people who have the information and ideas you are seeking.

### *Expertise and experience*

Partnerships will benefit from including women's organisations, particularly those working on women's health, domestic and family violence, sexual assault and gender equality more broadly. This will ensure that prevention activities are informed by a well-developed understanding of the complex nature of violence against women, gender and other social inequalities, and draw on existing prevention expertise and networks.

Partnerships with early intervention and response sector stakeholders will ensure that prevention strategies have the expertise needed to set up processes to respond to disclosures as well as consider other possible impacts of the work including the potential triggering nature of the content. Early intervention and response sector experts can ensure the prevention activity is designed to include appropriate local referral pathways to information, resources and support for any women, children or young people they may engage who have previous or current experiences of violence. They can also provide a depth of understanding of the nature of violence against women and its impact.

### *Respecting capacity and time demands*

Consider the time it will take to develop effective partnerships early in program design and embed appropriate steps in the initial planning. Also consider the time commitment you are asking of your partners. Many specialist community organisations are under-resourced and their expertise is in high demand, leaving them stretched to the limits. It is important to consider ways in which you can minimise demand on your partners' time and resources, while ensuring their expertise and participation is central to the work. Early and transparent discussions about such demands – and possible support or compensatory arrangements – should be a part of the program development phase.

### *New or established partnerships*

When planning prevention work, partnerships can be established utilising existing networks or new ones created. Depending on the scale and scope of the work, there may be existing networks that can coordinate the prevention activity or a new partnership group created. Existing partnerships and networks may need to be expanded or an additional working group established to ensure that partners who need to be involved can have space to input into program design, implementation and evaluation in a meaningful way.

### *Shared understanding*

Partnerships are built on a common goal and a shared understanding of how to achieve it. Building capacity and shared understanding of partners is important. While diversity of skills and areas of expertise and knowledge are a strength of partnerships, there will need to be a minimum level of understanding and knowledge about the nature and drivers of violence against women and agreement about the approach being taken to prevent it.

### *Utilise strengths*

Take advantage of the strengths and opportunities that partners can bring to the work. For example, for prevention work in a sports setting, including key influencers and leaders in community sport as partners provides opportunities and entry points into the setting. This partner may not have the content expertise, therefore a violence prevention/gender equality specialist such as a women's health organisation will need to also form part of the partnership. However, the settings or community-specific knowledge, expertise and opportunities that leaders and influencers bring strengthen the work.

## Formalised governance and partnership structures

Establishing a governance arrangement for partners and the initiative sets out the basic rules, expectations and roles of the partnership, including provisions for communication and decision-making. Formalising and documenting the roles and responsibilities of partners ensures that there is a clear purpose and structure to the arrangement as well as accountability. See Section 7 for more information on partnerships.

### Maximising opportunities through partnerships to address the reinforcing factors of violence

As well as the gendered drivers of violence against women, *Change the story* identifies five reinforcing factors that contribute to or increase violence against women in the context of the drivers. Addressing these reinforcing factors will involve other areas of social policy such as those working on alcohol and other drug use, child protection, mental health and wellbeing, and addressing economic disadvantage, social exclusion, racism and other forms of discrimination. Partnerships and collaboration between those specifically working on preventing violence against women and those working on these other social policy issues provides an opportunity to strengthen both of this work.

These partnerships could work towards shared goals by recognising the relevance of other social policy issues on violence against women as well as the importance of a gendered analysis in order to better address (and avoid reinforcing) the drivers of violence against women in other social policy areas.

This approach of incorporating prevention of violence against women activity into existing social policy work provides the opportunity to maximise resources and to strengthen existing work. For example, a community health centre working with schools and young people on alcohol and drug education could work with specialists and community role models to design the program, and to ensure inclusivity and relevance of the program for young people from various backgrounds.

Additionally, they could work with a prevention/gender equality expert and review the program against the drivers and actions identified in *Change the story*. Undertaking a gendered and intersectional analysis of alcohol and drug education, for example, would include:

- consideration of the increased likelihood for women and girls to be victims of violence and for boys and men to be perpetrators
- consideration of the social context within which young people live and socialise, and the multiple factors which may increase the likelihood of substance use and/or abuse among young people in that particular community
- challenging any attitudes and beliefs about the responsibility of women and girls to protect themselves from sexual assault versus men and boys' responsibility to understand and seek consent.



### Resources

VicHealth, [Partnerships analysis tool](https://www.vichealth.vic.gov.au/media-and-resources/publications/the-partnerships-analysis-tool)

<https://www.vichealth.vic.gov.au/media-and-resources/publications/the-partnerships-analysis-tool>

## Approach 3: Challenge masculinity and engage men and boys, while empowering women and girls

Because the overwhelming majority of violence against women is perpetrated by men, engaging men and boys in violence prevention strategies is critical. As discussed throughout this Handbook, this must involve more than just ‘saying no to violence’. Because men’s use of violence is not only driven by gender inequality but reinforced by socially constructed and accepted versions of masculinity, challenging problematic and harmful ideas about masculinity is an important component of prevention work.

The active engagement of men and boys is critical to achieving change in society. This sometimes occurs through male-only programs, such as the CHALLENGE Family Violence case study on page 68, which promotes honest and reflective discussion among men and boys. While this approach is appropriate and effective in many different contexts, it is important to note that all prevention work should be developed in partnership with women and should incorporate some oversight by female practitioners to ensure alignment with the principles of a gender transformative and intersectional approach. This is particularly important when the program involves delivery by men to men.



Masculinity means the social and cultural meanings and ideas attached to ‘being a man’ and the kinds of lives and relationships that men experience as a result of these social norms. These norms influence boys’ experiences of growing up, how they learn to think of themselves and of women, the lives men live and experience, and the nature of their relationships and interactions with others – both women and other men.

In challenging these dominant or accepted social norms about manhood and masculinity, it can be useful to refer to ‘masculinities’ in the plural, to emphasise there are a range of ways to express what it means to be a man and that men have choices in how they engage with those ideas and identities.

Prevention programs that directly engage men and boys are incredibly valuable. They can encourage and support men and boys to reflect on their own experiences of ‘being a man’ in Australian society. They can challenge men and boys to explore the privilege they experience and the sense of entitlement that often comes with this. They can also prompt thinking about how aggression and sexism are common and dominant in some expressions of manhood. Shedding light on the impact that gendered norms, expectations and stereotypes have can help men understand that they can choose to reject those social norms about masculinity that are rigid, limiting and harmful. This in turn can encourage the development of more respectful views of and behaviours towards women and relationships with others in general.

Considering intersectionality in engaging men and boys takes into consideration other aspects of men’s identities, such as their ethnicity, cultural background, level of (dis)ability or class, and how this may influence their experience, power and privilege particularly in relation to other men. Some men experience discrimination and inequality from other men and exploring these experiences can help men to reflect on their own privilege in relation to the women and girls in their lives. Other men might have experienced little, if any, discrimination, and can reflect on their experience of power and privilege compared with other men and then expand this thinking to understand their power and privilege in relation to women. This process can assist in building men’s commitment to taking action in their own lives and in the broader community to challenge the social norms, practices and structures that drive violence against women as well as other forms of disadvantage and inequality.


## Considerations when working with men and boys in prevention of violence against women in a manner that is empowering of women and girls

While male leadership and participation in prevention work is important, care must be taken not to reproduce the very gender power imbalances and dynamics that this work is seeking to challenge. One of the risks identified with the increasing involvement of men and boys in prevention is that women and girls may be unintentionally marginalised or their leadership and roles in prevention undervalued or overlooked. Since prevention of violence against women requires addressing gender inequality, initiatives that empower women and girls are crucial. While engaging men and boys in prevention is critical, it is vital that this work occurs alongside initiatives that empower women and girls and promote their independence and decision-making.

Key considerations include:

- Work with men and boys as potential allies and partners for violence prevention. Use a strengths-based approach that focuses on men's and boys' capacity for positive change and the benefits that challenging harmful notions of masculinity can bring men as well as women.
- Ensure that addressing male power and privilege is central to all work with men and boys. Encourage and support self-reflection to consider their personal male privilege and power, and to critically explore their own assumptions about gender roles and stereotypes. This can occur through individual reflective practice and through more structured group reflections. For example, men can ask for feedback about whether they are unintentionally using their privilege in ways that are non-equitable for others in the group. This can be as simple as asking whether they talked too much or '[mansplained](#)'<sup>53</sup> within a meeting or conversation or could involve a more detailed analysis of a group's gender dynamics.
- Ensure prevention work with men and boys take a gender transformative approach and apply intersectionality by examining norms and expectations related to masculinity and how these intersect with other forms of disadvantage and inequality. Recognise that experiences of masculinities are diverse and affected by factors such as class, ethnicity and cultural background.
- Use moments of change or transition, such as adolescence, relationship change or fatherhood, to challenge rigid ideas and expectations about masculinities and gender roles, and encourage men and boys to reflect on the effects of gender social norms in their own lives and on opportunities for change.
- Men working and engaging in prevention should recognise and acknowledge the leadership and work that women have done over the past decades in preventing violence against women and supporting women victims/survivors. It is particularly important to acknowledge the work that women from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander women and women with disabilities have done to raise awareness and prevent violence against women in their own communities, as this work is often ignored or made invisible.
- Men working and engaging in prevention should build meaningful partnerships, which are based on common values and principles and mutual respect, with women's services, family violence services and other feminist organisations to enhance accountability to women who have worked and are continuing to work in this area.
- Use non-violent role models and engage men as positive role models for boys, including by encouraging the development of empathy and caring among men and boys.
- Beware of inadvertently replicating gender inequality such as by over-emphasising men's leadership in prevention at the expense of acknowledging work by women or letting men dominate discussion in mixed settings at the expense of women's voices.
- Encourage men to talk to other men about male privilege and gender inequality, and to call out sexism.
- Always hold men accountable for violence.
- Don't divert funds and energy away from women and girls.

This quote from a male gender equality advocate, [Luke Ablett](#),<sup>54</sup> articulates some of the risks for men engaged in prevention assuming the role of experts:

 *'It is vital, absolutely vital, that when discussing violence prevention or gender inequality, men don't assume the role of saviour or experts. One of the problems with the current model for engaging men is that it assumes that if we only get more men involved, men's violence against women will be eradicated and that gender equality will be achieved.'*

*This is far from the truth. Men must be cautious that in becoming engaged in this discussion, we don't perpetuate the current system that places women as inferior to men. We also need to be aware of the challenging and amazing work of the countless (mostly) women who manage and operate women's crisis services, emergency housing, and the various other agencies who support women in violent situations every day of the year.'*



### **Case study: CHALLENGE Family Violence project Casey City Council, City of Greater Dandenong and Cardinia Shire Council, Victoria**

The CHALLENGE Family Violence project involved direct participation programs with male community leaders from two local government areas and with male and female faith leaders in a third local government area. Male mentors undertook training and then delivered roundtable discussions with the male community leaders, providing male-only spaces in which to support learning about non-violent social norms and non-discriminatory gender norms. The male and female faith leaders worked together to produce an [interfaith violence prevention toolkit](#).<sup>55</sup> One of the main strengths of the project was building the knowledge and skills of participants to understand and address violence against women in their community.

External evaluation of the project found that significant learning and transformative change was evident among participants, in particular their awareness and understanding of male privilege. This was followed by other initiatives including promoting women's inclusion on local committees or boards, gaining White Ribbon accreditation and taking bystander action on sexism among male peers.

The evaluation also found that the project avoided inadvertently reproducing an unequal gendered hierarchy by positioning male mentors and community leaders not as heroes or champions, but as allies working alongside a strong local women's movement. Women's active involvement in the project also ensured adherence to the feminist principles of prevention. The CHALLENGE Family Violence project followed a gender transformative approach and engaged men and boys in the community in a way that was complementary to women's prevention work.

For more information, go to the [Final Report on Outcomes and Learnings](#) from the Reducing Violence against Women and their Children Grants Program, <https://www.ourwatch.org.au/getmedia/b4a40a7b-8c7c-46a4-858f-6538c0d7e1ec/focus>.<sup>14</sup>



## Resources - Working with men and boys in primary prevention

CARE, *Technical resources on engaging men and boys*, <http://www.care.org/our-work/womens-empowerment/what-about-men-boys/technical-resources-engaging-men-and-boys>

*Male Champions of Change*, Australia's male leaders using their individual and collective leadership to elevate gender equality as an issue of national and international social and economic importance, <http://malechampionsofchange.com/>

*No To Violence* (NTV): the Male Family Violence Prevention Association, <http://www.ntv.org.au/>

UN Women, *Why work with men and boys to prevent violence against women and girls?*, <http://www.endvawnow.org/en/articles/192-why-work-with-men-and-boys-to-prevent-violence-against-women-and-girls.html>

UN Women Training Centre, *Self-learning booklet on masculinities and violence against women and girls*, <https://trainingcentre.unwomen.org/mod/data/view.php?d=6&rid=4171>

UNFPA, *Engaging men and boys: A brief summary of UNFPA experience and lessons learned*, <http://www.unfpa.org/resources/engaging-men-and-boys-brief-summary-unfpa-experience-and-lessons-learned>

White Ribbon Australia, *Key issues in working with men from immigrant and refugee communities in preventing violence against women*, [https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR\\_Research\\_Paper\\_V7.pdf](https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR_Research_Paper_V7.pdf)

White Ribbon Australia, *Men as Allies in Preventing Violence against Women: Principles and Practices for Promoting Accountability*, [https://www.whiteribbon.org.au/wp-content/uploads/2017/03/WhiteRibbonResearchPaper\\_LR.pdf](https://www.whiteribbon.org.au/wp-content/uploads/2017/03/WhiteRibbonResearchPaper_LR.pdf)

*XY Online*: Men, Masculinities and Gender Politics, <http://www.xyonline.net/> including Michael Flood's *Involving men in efforts to end violence against women*

Rachel Jewkes, Michael Flood and James Lang, *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*, <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=3070&context=lhapapers>

*MenEngage* is a global alliance of organisations working to promote gender equity. Their website has many resources, <http://menengage.org/>

## Approach 4: Develop and maintain a reflective practice

Reflective practice is an approach used within many workplaces to affirm the positives in the work being undertaken and to identify areas for development or change (see Section 7 for information on reflecting on your project's processes, successes and challenges).

Reflective practice is a critical component of prevention work that aims to be intersectional and transformative and is the process of consistently reflecting on your own identity and experiences of power and privilege, as well as your approach to the work. It is important to routinely incorporate reflective practice into your work and to encourage continuous self-analysis, learning and improvement among those you work with. Reflective practice involves thinking about yourself, others and the community and setting in which the work is taking place.

Honest, critical reflection can be challenging and uncomfortable, as it involves considering and acknowledging your own power, privilege, experiences of discrimination and/or oppression, and assumptions or prejudices. It takes courage and resilience in undertaking this process as it means challenging rigid and potentially harmful ideas that we ourselves may hold – for example what does it mean to 'be a man' or 'be a woman', and how do we feed into these social constructs in our day to day lives? Similarly, think about what kind of prejudices you have about a particular group in society and consider how this prejudice fits into the broader social context in which this group experiences discrimination and inequality.

Reflecting on your own, or your organisation's position in relation to the community you are working with is also a key component of good prevention work and can lead you to transforming norms, structures and practices for a more equal society – which is the ultimate aim of prevention work!





## Reflecting on who you are

This can involve, but is not limited to:

- reflecting on your own experience of power and privilege, and recognising the areas where you benefit from privilege and areas where you may not. A number of tools have been developed which provide a good starting point for practitioners to begin this reflection, including the [white privilege checklist](#)<sup>56</sup> and the [male privilege checklist](#).<sup>57</sup> Another interesting tool is a video where Australians take a [privilege walk](#).<sup>58</sup>
- reflecting on your gender identity and what values and practices we hold related to this identity (see Section 2 of this Handbook for information about gender and gender identity).
- reflecting on your values, beliefs and assumptions and how this might impact your work. For example, there is often a perception that violence against immigrant and Aboriginal and Torres Strait Islander women is always perpetrated by men from within those communities while in reality this violence is perpetrated by men from all cultural backgrounds who may be influenced by a combination of racist and misogynist norms and attitudes.
- reflecting on your other identities, such as those based on race or religion, either on their own or in combination with each other. For example, how being a white able-bodied woman or an Aboriginal man might influence the way we approach our work.

## Reflecting on the community or organisation you're working with

It is important to think about your relationships with the people you are working with, and how your social position and role might impact on those relationships and dynamics and, therefore on your work. It is vital to understand the community or organisation you're working with, how particular groups have been marginalised and discriminated against historically, and the current context. Without this understanding, it is difficult to reflect on your own position, privilege and/or power in relation to the community or organisation you're working with. Often how you position yourself can affect how you are received by the people and communities you are working with and ultimately affect the success of your program.

If you come into a particular community or organisation as an 'outsider', you will have a different relationship with participants than if you were already part of that community or organisation, for example when non-Aboriginal Australians undertake work in Aboriginal communities. It is important for these practitioners not only to understand Australia's history of colonisation but also their own position of power and privilege in Australia today.



### Resources for undertaking reflective practice

Domestic Violence Resource Centre Victoria has links to [reflective practice](#)<sup>59</sup> for family violence service providers.



6

# Section 6: What, where and how

## In this section you will find:

- an overview of the essential actions to address the gendered drivers of violence against women
- an overview of the supporting actions to address the reinforcing factors of violence against women
- an overview of the key settings for primary prevention: where prevention work can be implemented
- an overview of the key techniques for primary prevention: how prevention work is best implemented.

Prevention practice includes any activities that work to impact the underlying drivers of violence against women. Prevention practice will be more effective if it is informed by a clear understanding of:

- what these actions look like
- where they can be implemented
- how they are best implemented.

This section of the Handbook covers the what, where and how. It contains examples of existing practice, however there is plenty of scope for new and innovative ideas in this emerging field.

## Essential and supporting actions: what these actions look like

### Essential actions

[Change the story](#) outlines five essential actions to reduce the gendered drivers of violence against women. The first four essential actions mirror the four gendered drivers and the fifth essential action points to the overall aim of promoting gender equality.

Drivers of violence against women	Essential actions to prevent violence against women
Condoning violence against women	→ Challenge condoning of violence against women
Men's control of decision-making and limits to women's decision-making and independence in public and private life	→ Promote women's independence and decision-making in public life and relationships
Rigid gender roles and stereotyped constructions of masculinity and femininity	→ Foster positive personal identities and challenge gender stereotypes and roles
Male peer relations that emphasise aggression and disrespect towards women	→ Strengthen positive, equal and respectful relations between and among women and men, girls and boys
Promote and normalise gender equality in public and private life	

# 1. Challenge condoning of violence against women

This means we need to:

- shift social support for attitudes, beliefs, behaviours, systems and practices that justify, excuse, trivialise or downplay violence against women and their children or shift blame from the perpetrator to the victim.



## Examples of work that challenge condoning of violence against women

Awareness raising and social marketing campaigns that make it clear that violence against women is never acceptable, is never justifiable and is a breach of the social norms that we value.

The [16 Days of Activism Against Gender-Based Violence campaign](#), an annual international campaign, held from 25 November (the International Day for the Elimination of Violence against Women) until 10 December (Human Rights Day). Examples of recent initiatives in Australia to mark the 16 Days of Activism include:

- [#NoExcuse4Violence campaign](#)<sup>60</sup> – a partnership between Our Watch, the Australian Football League, Australian Rugby Union, Netball Australia and the National Rugby League.
- [Girl Guides Australia, #16Ways in #16Days campaign](#)<sup>61</sup>
- Aboriginal Family Violence Prevention and Legal Service Victoria, [16 actions you can take to stand firm against family violence](#)<sup>62</sup>
- Women’s Health West, [16 Days Activist Challenge](#)<sup>63</sup>

Other initiatives include:

- Australian Government, [Violence against women – let’s stop it at the start](#)<sup>64</sup> campaign
- White Ribbon Australia<sup>65</sup> [campaigns](#) and [Ambassador program](#)



## 2. Promote women’s independence and decision-making in public life and relationships

This means we need to:

- equalise access to power and resources between women and men, including by strengthening women’s economic security, independence and social, political and economic participation and decision-making in public life
- challenge men’s use of controlling behaviours in relationships and the subtle normalisation of male dominance in relationships
- promote social and cultural networks and connections between women to provide sources of peer support
- support women’s collective advocacy and social movement activism to prevent violence and promote gender equality.



### Examples of work that promote women’s independence and decision-making in public life and relationships

- courses and programs that assist women to improve their financial literacy and skills
- initiatives to promote more women into senior management positions or onto boards
- national, state and local organisations and alliances that undertake a diverse range of advocacy and activism to promote gender equality such as the [Equality Rights Alliance](#),<sup>66</sup> [YWCA Australia](#)<sup>67</sup> and [Women on Boards Australia](#).<sup>68</sup>



Prevention practice includes any activities that work to impact the underlying drivers of violence against women.

### 3. Foster positive personal identities and challenge gender stereotypes and roles

This means we need to:

- encourage and support children, young people and adults to reject rigid gender roles and develop positive personal identities that are not constrained by gender stereotypes
- challenge aggressive, entitled and dominant constructions of masculinity and subordinate or sexualised constructions of femininity
- promote and support gender-equitable domestic and parenting practices, including through workplace initiatives.



#### Examples that foster positive personal identities and challenge gender stereotypes and roles

[Baby Makes 3](#)<sup>69</sup> is a group program for first-time parents that aims to support couples maintain healthy and equal relationships after the birth of a baby. The three-week program is delivered through Maternal and Child Health services and led by a male and female facilitator. During the sessions, parents are taken through a series of exercises and discussions to encourage them to think about the way gender norms and attitudes impact on the choices they make as parents. The program was developed in recognition that gender norms and expectations can exert a powerful influence on couples as they negotiate their roles as new parents and that patterns established at this life stage can become entrenched, including unequal power relations. Exploring parents' roles as new mothers and fathers opens up a critical opportunity to influence gender equitable relationships, now and in the future. The program also focuses on building the skills and capacities of Maternal and Child Health nurses to promote gender equality and respectful relationships among the families they work with.

Books and videos that promote gender equality and challenge gender stereotypes among children and young people. Examples include:

[Let's change the story](#)<sup>70</sup>

[Inspire her mid](#)<sup>71</sup>

[#LikeAGirl](#)<sup>72</sup>

[Dear Dad](#)<sup>73</sup>

[Inspiring the future – redraw the balance](#)<sup>74</sup>

[Girls do science](#)<sup>75</sup>

[Princess Machine](#)<sup>76</sup>

[Children's picture booklist: promoting gender equality and challenging gender stereotypes](#)<sup>77</sup>

[Amightygirl](#) lists children's books, movies and toys that promote gender equality and challenge gender stereotypes<sup>78</sup>

[Let Toys be Toys](#)<sup>79</sup> have a gift-buying guide for gender-neutral books.

[Amy Poehler's Smart Girls](#)<sup>80</sup>

## 4. Strengthen positive, equal and respectful relations between and among women and men, girls and boys

This means we need to:

- challenge peer relations between men that involve hostility or disrespect towards women
- challenge attitudes that relationships between men and women are oppositional, or inevitably based on conflict
- promote positive, equal and respectful relationships between women and men, girls and boys, in all contexts
- work with children and young people to counter the early development of negative peer relationships and to promote respect and gender equality.



### Examples that strengthen positive, equal and respectful relations between and among women and men, girls and boys

- Respectful Relationships Education is a whole-of-school approach to prevention. It is often considered as only what is delivered in the classroom, however evidence shows that to be most effective, it needs to take a whole-of-school approach. This means addressing the multiple overlapping elements that shape the school culture surrounding students and staff to ensure they consistently promote equal and respectful relationships between women and men, boys and girls. This includes:
  - » classroom activities, led by trained teachers, with age-appropriate curriculum which supports students to critique gender stereotypes, understand and challenge norms and attitudes that are supportive of violence against women and promote equal respectful relationships
  - » school policies and practices
  - » school culture and ethos
  - » the working conditions and culture experienced by staff, acknowledging that schools and education systems are also workplaces
  - » the relationships modelled to students by their school community including staff, parents and community groups.

Find more information on good practice Respectful Relationships Education and working in education settings on page 82 of this Handbook and on the [Our Watch](#) website.

- Faith-based initiatives can have a powerful influence and reach people from diverse backgrounds throughout their life. Faith-based contexts are an important space in which people form their beliefs and behaviours around intimate relationships and gender roles and norms. Initiatives that work with faith leaders and members of faith communities can play a key role in role modelling and shaping respectful, equal and non-violent attitudes and practices within their community, including with individuals, families and wider community groups. Find more information on opportunities and resources to use in this setting on page 88.

## 5. Promote and normalise gender equality in public and private life

This means:

- increasing social and structural support for gender equality in principle and in practice, in both public life (supporting women’s social, economic, cultural and political participation, particularly in decision-making) and in private life (supporting equality in relationships)
- establishing and maintaining processes to assess all public policy for its impact on women. Include an analysis of any differential impact on different groups of women to achieve truly inclusive gender equality.



### Examples that promote and normalise gender equality in public and private life

- Workplace programs that take a whole-of-organisational approach to promote gender equality throughout in all aspects of their organisation, including policies, process, leadership and workplace culture. Given that many adults spend a large portion of their time working, workplaces have a significant influence over people’s professional and personal lives, and over society more broadly.

Violence against women impacts on both private and public life. Most women who have experienced violence in Australia are in the paid workforce. In addition, 75 percent of women report experiencing unwelcome and unwanted sexual behaviour at work. It is estimated that Australian employers lose \$1.3 billion annually as a result of violence against women.<sup>81</sup>

Many organisations have established response and support systems for women affected by violence. However, workplaces also have the opportunity to use their influence to promote a culture that stops this violence happening in the first place. This means creating workplace cultures that actively promote gender equality, have zero tolerance of sexism, eliminate discriminatory attitudes, behaviours, policies and procedures, and support increasing the number of female leaders and influencers. See more about workplaces as a key setting for prevention on page 84.

- Another popular form of action that promotes and normalises gender equality is called active bystander training. This training works with groups of people to help them develop the knowledge and skills to intervene when they observe behaviours that promote gender inequality. This might be commenting that a sexist joke is ‘not funny’ or that the way a co-worker treated a female staff member was not acceptable or asking a family member to stop using words that are derogatory towards women. Bystander training is based on research that suggests that in social situations many people may not like it when someone tells a sexist joke, but no-one feels brave enough to say anything, so everyone assumes that the joke is acceptable. If one person names their discomfort with the joke, the others have their discomfort acknowledged and this can start a change to the social norms. For further information on bystander training, see the MATE case study in this section and VicHealth’s research on [bystander action](#).<sup>82</sup>

In practice, many primary prevention initiatives will be working across multiple actions at the same time. For example, the CHALLENGE Family Violence project (featured in a case study on page 68) involved activities that aligned to essential actions 1, 3 and 4. However, even where prevention practice is aligned with more than one essential action, it is important that there is clarity about how this is happening so that your activities can be appropriately evaluated.

## Supporting actions

*Change the story* also outlines five supporting actions to address the reinforcing drivers of violence against women:

1. Challenge the normalisation of violence as an expression of masculinity or male dominance
2. Prevent exposure to violence and support those affected to reduce its consequences
3. Address the intersections between social norms relating to alcohol and gender
4. Reduce backlash by engaging men and boys in gender equality, building relationship skills and social connections
5. Promote broader social equality and address structural discrimination and disadvantage

Work that focuses on these supporting actions, if it occurs in isolation from work that address the five essential actions, will not prevent violence against women in a sustainable way. However, if supportive actions are implemented in gender-sensitive ways and in conjunction with the essential actions that address the gendered drivers of violence described above, these supporting actions can make a significant contribution to overall prevention efforts.







## Prevention approaches to address harmful alcohol use – a reinforcing factor of violence

While not a direct cause of violence against women, harmful alcohol use can exacerbate violence against women, weakening pro-social or positive behaviour in individuals and at a community level. Alcohol consumption, when combined with sexist attitudes, norms, practices and structures can result in a higher probability, frequency and greater severity of violence against women and girls. At an individual level this can be seen in the instances where men will use violence against family members whilst drunk, but not against colleagues, or in the excusing of men's violence against family members whilst drunk.

At a community level this reinforcing of violence in the context of harmful use of alcohol, can be seen in:

- drinking cultures that promote male conquest and sexual entitlement over women, such as in mainstream advertising of alcohol that plays into rigid gender stereotypes or the objectification of women
- the emphasising of social norms and practices within masculine peer group behaviour that lead to increased male aggression, dominance and disrespect towards women
- the promotion of gendered drinking practices that encourage individual men and women to behave in certain ways under the influence of alcohol and social norms that use alcohol as an excuse or to minimise the seriousness of men's violent behaviour.

Interventions to reduce harmful alcohol use need to be transformative, rather than gender exploitative or gender blind (see Section 5 for more information on a gender transformative approach) and be tailored to fit the community in question and inclusive of people from a diverse range of backgrounds, rather than adopting and applying a 'one-size-fits-all' model. An example of a gender exploitative approach, which does not consider the context where the intervention is taking place, would be an anti-drinking campaign that reproduces victim-blaming messages by suggesting that women who binge drink put themselves at risk of sexual violence while simultaneously reproducing racist/discriminatory stereotypes.

In contrast, an intervention that takes a gender transformative and intersectional approach would address the cross over between alcohol use and norms on both violence and gender within that specific community or group context. This approach would:

- challenge how drinking cultures normalise male aggression and sexual entitlement
- challenge how drinking cultures contribute to the condoning of male violence and disrespect towards women
- challenge gender and racial stereotypes in both drinking and non-drinking situations
- engage men and boys as responsible bystanders to call out sexism and prevent violence against all women and girls, regardless of their race or ability.

Such an intervention acknowledges that men's violence towards women, while under the influence of alcohol, is underpinned by gender norms, practices and structures that drive violence against women more broadly. In doing so, it would support and complement other strategies to address the gendered drivers of violence by helping create a more supportive environment for population-wide prevention work.

More information about violence against women and about alcohol-related violence can be accessed on the [Our Watch](#) website.

# Settings: the ‘where they can be implemented’

*Change the story* identifies 11 priority settings: the places in our society where people live, learn, work, socialise and play. Each setting has opportunities for significant influence over the norms, practices and structures that need to change to shift the drivers of violence against women in Australia. This section will outline each of the 11 settings for prevention work and explains what the settings are, why they are important for prevention work, some key considerations and links to other resources to support work in these settings.

The choice of setting will be dependent on a number of factors, such as where your organisation currently works or where there are opportunities for funding. Ideally, we want to see prevention work happening across all these settings and in all locations. If possible, it is better to commence a prevention initiative in a setting where there is little or no activity in your community, rather than have multiple strategies happening in the same setting.



## What is a ‘whole-of-community’, ‘whole-of-organisation’ or ‘whole-of-school’ approach?

A ‘whole-of’ approach to prevention means that your strategy aims to engage everyone in the population, community, organisation or other group of people that you are working with. A ‘whole-of’ approach recognises that change is complex and requires actions to embed prevention across all areas of an organisation, school or community.

Your work is not isolated and is aligned with other prevention work in your setting or wider region. Your strategy is also not targeted at victim/survivors or perpetrators of violence but on the structures, systems, behaviours and attitudes of the general population to address the drivers of violence against women.

If you are working at the community level, a whole-of-community approach means that your prevention efforts aim to engage diverse groups of people in the community. You may be working through a smaller-scale strategy or your work may form part of a site-based or regional strategy, as in the Generating Equality and Respect program (see the case study on page 105).

If you are working with an organisation such as a workplace, you must aim to have everyone’s support, especially those in positions of power and influence. There needs to be strong leadership commitment to and role modelling of prevention, and strategies, structures, policies and practices in place that explicitly promote gender equality.

A whole-of-school approach recognises the school as an education institution, a workplace, and a community hub. This means work in schools, such as respectful relationships education, needs to engage with school communities at a number of levels and using a number of different strategies. This approach could be adapted and tailored for other educational and care institutions, including early childhood settings and universities.

While ‘whole-of’ approaches are ideal and should be the aim of prevention work, they require time and resources that are not always available. Single prevention activities need to form part of a larger ‘whole-of’ approach across a population group or setting, as the evidence is clear that one-off or single prevention activities in isolation are not effective in achieving long-term social change.



## 1. Education and care settings for children and young people

This setting includes childcare and early learning centres, and primary and secondary schools, including specialist schools.

### Key opportunities

- Education settings at every level – early childhood, primary and secondary – have near-universal reach to Australian children and young people.
- Education settings play an important role in the socialisation and development of children and young people. They also act as community hubs for families and communities, and as workplaces they represent a large workforce.
- Shaping positive attitudes and behaviours among children and young people to identify and challenge gender stereotyping, violence-supportive and gender stereotyped attitudes/practices in their daily lives, the media and popular culture.
- Initiatives can support children and young people to build their skills and establish respectful and equal relationships of their own.
- Young people can also be skilled and empowered to advocate for gender equality and non-violence and positively influence their peers, as well as future generations.
- Educators, other staff and parents can be supported to model the behaviours and attitudes that are taught to students in classrooms.
- International students, recent migrants and children with disabilities can be engaged by working in English as a second language classes and specialist schools.

### Examples

- Respectful Relationships Education is a whole-of-school approach to school-based prevention of violence against women. It engages schools as both education institutions and workplaces to be the catalyst for generational and cultural change in addressing the drivers of violence against women.
- Classroom activities can enable students to critique gender norms and attitudes supportive of violence against women, and promote respectful relationships.
- Professional development and learning with school staff is a critical element to the whole-of-school approach.
- Organisational change, acknowledging that educational institutions are also workplaces, including human resource policies and strategies, can be gender transformative at a structural level.
- Schools are also community hubs. A whole-of-school approach should promote an integrated approach to encouraging partnerships between schools, community organisations, violence response services and government organisations.

### Our Watch resources

- Our Watch's [Respectful Relationships Education Toolkit](https://www.ourwatch.org.au/What-We-Do/Respectful-relationships-education/Whole-School-Approach-Toolkit) provides schools with an annual cycle and resources for embedding a whole-of-school approach in their school and evaluating and monitoring their efforts, <https://www.ourwatch.org.au/What-We-Do/Respectful-relationships-education/Whole-School-Approach-Toolkit>
- Our Watch, [Respectful Relationships Education in Schools: Evidence Paper](https://www.ourwatch.org.au/getmedia/4a61e08b-c958-40bc-8e02-30fde5f66a25/Evidence-paper-respectful-relationships-education-AA-updated.pdf.aspx), <https://www.ourwatch.org.au/getmedia/4a61e08b-c958-40bc-8e02-30fde5f66a25/Evidence-paper-respectful-relationships-education-AA-updated.pdf.aspx>

### Other resources available

- National Association of Services Against Sexual Violence, [Framing best practice: National standards for the primary prevention of sexual assault through education](http://www.nasasv.org.au/PDFs/Standards_Full_Report.pdf), [http://www.nasasv.org.au/PDFs/Standards\\_Full\\_Report.pdf](http://www.nasasv.org.au/PDFs/Standards_Full_Report.pdf)
- [Partners in Prevention](http://www.partnersinprevention.org.au), <http://www.partnersinprevention.org.au>
- [Australian Education Union](http://www.aeufederal.org.au/), <http://www.aeufederal.org.au/>
- [Association of Women Educators](http://www.awe.asn.au/drupal/), <http://www.awe.asn.au/drupal/>
- There has been more work undertaken in secondary schools than there has in primary schools. The work that has been undertaken in primary schools has generally not taken a whole-of-school approach or been evaluated. Our Watch will be exploring a whole-of-school approach to respectful relationships education in primary schools over the next few years. [YWCA Respect, Communicate, Choose](https://ywca-canberra.org.au/community-services/respect-ed-respectful-relationships-resources/) is a respectful relationships education initiative in primary schools that has been evaluated, <https://ywca-canberra.org.au/community-services/respect-ed-respectful-relationships-resources/>



## 2. Universities, TAFEs and other tertiary education institutions

This setting includes academic, vocational and training environments.

### Key opportunities

- Tertiary education settings directly influence people during the transition from school to the workforce and between career changes.
- Engaging entire groups in these settings can achieve wider cultural shifts in attitudes and behaviour towards gender equality and violence.
- Gender equality initiatives in higher education can help reduce gender segregation in the workforce. Tertiary institutions offer an opportunity for role modelling the transformation of gender stereotypes in different industries, such as women teaching science and technology subjects, and men in nursing or other care services.
- Tertiary education institutions are also workplaces and community hubs, and have the potential to promote whole-of-organisation and community-led prevention strategies.
- Engage international students, recent migrants, young adults with disabilities and Aboriginal and Torres Strait Islander students as part of a whole-of-population approach.
- Working in partnership with associated organisations such as student unions and student accommodation/colleges can add value to initiatives and supports consistent prevention activities and messages being reinforced at multiple points.

### Examples

- Prevention work in tertiary education institutions will ideally be part of a whole-of-organisation approach that involves students, academics/teachers, other staff, campus residential accommodation and the wider community. This includes assessing who holds leadership and support roles in the institution and examining the gendered norms, practices and structures of the organisation as a whole.
- Prevention initiatives trialled in tertiary institutions include direct participation programs in bystander intervention, which give participants the skills to address sexist and harmful behaviour they witness.

### Other resources available

- Universities Australia has resources and networking opportunities through their *Respect. Now. Always.* campaign on the prevention of sexual assault and harassment in Australian universities, <https://www.universitiesaustralia.edu.au/uni-participation-quality/students/Student-safety#.WO3i32mGOUk>
- In 2016, the Australian Human Rights Commission undertook research into the [nature, prevalence and reporting of sexual assault and sexual harassment](#) of students in Australian universities. The research findings are due to be released in 2017, <https://www.humanrights.gov.au/our-work/sex-discrimination/projects/university-sexual-assault-and-sexual-harassment-project>



### 3. Workplaces, corporations and employee organisations

This setting includes industry, employer networks, unions, employment agencies and the public and private sectors.

#### Key opportunities

- Violence against women is more common in communities with strong ideas about what it means to be a 'real man' or 'real woman' and where men use disrespect towards women as a way of bonding.
- Workplaces are key spaces where peer relationships and stereotypes are formed and shaped, so they have a unique opportunity to challenge cultures of disrespect. What is accepted and rewarded in the workplace influences social attitudes, beliefs and behaviours.
- Prevention activities in workplaces should target sexism, gender-based harassment and discrimination, and cultures that might exclude women from decision-making and leadership. These activities can shape social norms and relationships both inside and outside of workplaces as staff promote gender equality and respect in their daily lives outside work.
- There are significant benefits to workplaces that promote gender equality. Respectful and equitable workplaces see strong staff morale, performance and commitment, reduced sick leave and are more likely to attract and retain quality staff. Businesses and industries with fair and equitable policies and practices stand to benefit from greater employee retention and business reputation.
- Workplaces provide an opportunity to reach large populations as they have almost universal reach across all employed people in Australia. This is a diverse setting and includes employment sectors with large migrant and refugee workforces, male-dominated sectors and rural and remote workplaces.

#### Examples

- Whole-of-organisation approaches should involve work with individual staff, middle management, the executive and the board to address the root causes of inequality in structures, policies, cultures and practices.
- Workplaces should aim to ensure gender equality is embedded in all organisational structures and cultures, including reviewing recruitment and promotion strategies, considering how to support women in leadership and actively promoting flexible work to allow male and female staff to balance care and work responsibilities.
- Prevention activities in the workplace might include work to address gender imbalances in leadership positions, provide training to equip staff to speak out against sexism and strengthen management responses to gender discrimination and sexual harassment.
- Workplaces can also promote gender equality and non-violent norms outside the workplace through their engagement with external stakeholders.

#### Our Watch resources

- Our Watch is currently implementing the [Workplace Equality and Respect Project](https://www.ourwatch.org.au/What-We-Do/%E2%80%8BVictorian-Workplace-Equality-and-Respect-Project), <https://www.ourwatch.org.au/What-We-Do/%E2%80%8BVictorian-Workplace-Equality-and-Respect-Project>

#### Other resources available

- Governance Institute of Australia, [Guidelines for gender balance performance and reporting Australia](https://www.governanceinstitute.com.au/knowledge-resources/guidance-tools/guidelines-on-gender-balance-performance-and-reporting-australia/), <https://www.governanceinstitute.com.au/knowledge-resources/guidance-tools/guidelines-on-gender-balance-performance-and-reporting-australia/>
- VicHealth, [Equal Footing toolkit](https://www.vichealth.vic.gov.au/media-and-resources/publications/equal-footing-toolkit), <https://www.vichealth.vic.gov.au/media-and-resources/publications/equal-footing-toolkit>
- VicHealth, [Preventing Violence Against Women and Bystander shortcourses](https://www.vichealth.vic.gov.au/courses-and-events/vichealth-short-courses), <https://www.vichealth.vic.gov.au/courses-and-events/vichealth-short-courses>
- White Ribbon, [Workplace Accreditation Program](https://www.whiteribbon.org.au/stop-violence-against-women/what-white-ribbon-does/workplace-accreditation/), <https://www.whiteribbon.org.au/stop-violence-against-women/what-white-ribbon-does/workplace-accreditation/>
- Workplace Gender Equality Agency, [Gender strategy toolkit](https://www.wgea.gov.au/lead/building-gender-equality-strategy), <https://www.wgea.gov.au/lead/building-gender-equality-strategy>



## 4. Sports, recreation, social and leisure spaces

This setting includes local and regional clubs, professional institutions, state and national associations and the organisations providing services and facilities to them. It also includes social and leisure spaces, licensed venues and facilities.

### Key opportunities

- Sport and leisure spaces bring people together across the community and have the opportunity to involve a diverse range of individuals, groups and communities across Australia. They are important spaces for socialising and have a powerful influence on gender norms and relations.
- Gender segregation and gender stereotyping occurs in many sporting and recreation environments. This may indirectly contribute to sexist attitudes and disrespect towards women. Addressing this segregation and promoting collaboration between males and females is a good opportunity for partnership.
- Engaging men and boys in prevention initiatives can be a focus in this setting, however women's participation is also crucial. This helps to ensure that the prevention strategy does not cause further harm or indirectly reinforce unequal gender norms.
- Addressing reinforcing factors, such as condoning of violence in general and harmful use of alcohol, is also possible in a sports setting.
- It is important that sport, which has such a big influence on our society, uses this influence to advocate for respect, gender equality, inclusion and non-violence on and off the field
- Positive elements and values within sport, such as participation and "fair play" have been extended to the promotion of respectful relationships, gender equality, inclusion and non-violence by various partnerships between sport and community organisations.

### Examples

- Taking a whole-of-organisation approach by involving all participants, leaders and the wider community in promoting equal, respectful and non-violent policies and practices.
- Training and support for sports club leaders, at both the local level and elite level, to create club environments and structures that are inclusive, respectful and welcoming of women and girls.
- Strategies that aim to increase the participation of and challenge rigid gender stereotypes for women and girls in all elements of sport and recreation, including as participants, coaches, umpires, administrators and leaders.
- Establishing networks and partnerships for prevention across different groups in the community and contact your local community health centre, local government or women's health service.
- Direct participation programs with a focus on education and promoting respectful and healthy relationships can be used when working with young people in this setting.
- Male and female leaders in sport can be influential as community advocates and ambassadors in campaigns to prevent violence.
- Ensure leadership support from within clubs/associations for the prevention of violence against women through active promotion of gender equality and active participation in developing strategies to address these.
- Using internal communications to regularly promote gender equality and the prevention of violence against women within the sporting club as well as sporting members.

### Our Watch resources

- Our Watch works closely with national sporting codes across Australia through the [National Sporting Organisations Initiative](https://www.ourwatch.org.au/What-We-Do/%E2%80%8BSports-Engagement-Program), <https://www.ourwatch.org.au/What-We-Do/%E2%80%8BSports-Engagement-Program>

### Other resources available

- AFL Victoria, [Fair Game Respect Matters](http://www.aflvic.com.au/fair-game-respect-matters/), <http://www.aflvic.com.au/fair-game-respect-matters/>
- [Coaching Boys into Men](http://www.coachescorner.org/) toolkit, <http://www.coachescorner.org/>
- Inspiro, [YOU&I](http://www.youandirepect.com.au/resources/), resources for local sporting club coaches and committees on contributing to preventing violence against women, <http://www.youandirepect.com.au/resources/>
- VicHealth, [Changing the Game](https://www.vichealth.vic.gov.au/programs-and-projects/increasing-female-participation-in-sport-initiative) on increasing female participation in sport, <https://www.vichealth.vic.gov.au/programs-and-projects/increasing-female-participation-in-sport-initiative>
- VicHealth, [Everyone Wins](https://www.vichealth.vic.gov.au/programs-and-projects/everyone-wins). Resources have been developed for State Sporting Associations and community sporting clubs to build healthier sporting environments that are welcoming and inclusive of everyone in the community, particularly women and girls, people with a disability, Aboriginal and Torres Strait Islanders and people from culturally and linguistically diverse backgrounds. <https://www.vichealth.vic.gov.au/programs-and-projects/everyone-wins>
- Ten ways local government can advance gender equity, [Sports and recreation](http://www.mav.asn.au/policy-services/social-community/gender-equity/gender-equity-factsheets/Pages/sports-recreation.aspx), <http://www.mav.asn.au/policy-services/social-community/gender-equity/gender-equity-factsheets/Pages/sports-recreation.aspx>
- Knox City Council, Maroondah City Council and Yarra Ranges Council, [A Gender Lens for Leisure](https://www.knox.vic.gov.au/Files/Community/A_Gender_Lens_For_Leisure_Final_Report.pdf). This report identifies the role of local government in promoting gender equality in sport and recreation in local sporting club facilities, recreational open space and other major leisure facilities such as swimming pools, gymnasiums and indoor sports centres, [https://www.knox.vic.gov.au/Files/Community/A\\_Gender\\_Lens\\_For\\_Leisure\\_Final\\_Report.pdf](https://www.knox.vic.gov.au/Files/Community/A_Gender_Lens_For_Leisure_Final_Report.pdf)





## 5. The arts

This setting includes community networks and professional organisations across the creative industries including visual and performing arts, film and literature.

### Key opportunities

- The arts provides a number of different platforms for challenging rigid gender stereotypes. This includes the way that women and men are represented creatively as well as challenging norms that prevent women's full participation in creative industries, such as providing female artists/performers with equal opportunities to present their work.
- Violence against women and gender inequality can be creatively explored through the arts and assist people to understand and question their own values and beliefs.
- Using various communications strategies and platforms to address the drivers of violence, including social media and social marketing campaigns.
- The arts bring people together across the community and can be used to promote inclusive population-wide change. This setting has the opportunity to involve a diverse range of individuals and groups nationally.

### Examples

- Using a community-based arts approach to engage with local communities in the planning, development and delivery of arts initiatives. Using participatory, tailored and inclusive approaches to work with local communities means that arts initiatives are more likely to be effective in conveying their key messages and be more sustainable.
- Arts organisations can contribute to community mobilisation and strengthening through establishing different partnerships across the community.

### Other resources available

The arts are an emerging setting for primary prevention and there are limited resources available to support the work. For examples of work in this setting in Australia, see:

- Big hART, an arts organisation, which uses the socio-ecological model to create long-term change and opportunities for participants to share their stories to challenge gender norms. Their prevention strategy, [Project O](#), works to empower women in rural communities to build resilience and prevent violence against women. Women can develop their skills through arts events and contribute to cultural change in their communities. This strategy uses both direct participation and community mobilisation to address gender inequality in the local area, <http://bighart.org/project/project-o/>
- [The Locker Room](#), a mixed media installation, which aims to use an artistic platform to provoke thought and stimulate conversation about violence against women in the community. The installation was developed in partnership between Knox City Council in Melbourne's East and local women who are survivors of violence. Designed to grow over time and explore the stories of other survivors, the work explores the loss, courage and resilience of women and families exposed to violence and encourages audience members to re-examine what they see, hear and believe. It has been used in a range of community festivals and events. [https://www.knox.vic.gov.au/Page/Page.aspx?Page\\_Id=3516](https://www.knox.vic.gov.au/Page/Page.aspx?Page_Id=3516)



## 6. Health, family and community services

This setting includes hospitals, community health, family support and relationship centres, settlement and migrant resource centres, disability support services, maternal and child health, prenatal and antenatal care, primary health, mental health and other social services.

### Key opportunities

- This setting has a long history in leading prevention initiatives across Australia. Women's health organisations have been invaluable to the evolution and coordination of prevention work nationally. They are in a strong position to influence individuals and communities.
- These services have extensive and established networks across multiple sectors in the community and have the capacity to coordinate prevention work.
- By working together, these services can have significant reach across the community to raise awareness of the health impacts of violence against women.
- These services provide direct services to the public, which presents opportunities to embed gender equality and non-violent respect into their service delivery and interactions with their clients.
- Services, including disability support services and aged care, can be targeted to prevent violence against women that takes place in care and institutional settings.
- Many of these services can reach marginalised and isolated groups, including young people outside the education system, first-time parents, newly arrived migrants and refugees, and Aboriginal and Torres Strait Islander families.
- Many of these services address the reinforcing factors of violence. They can mobilise attention and resources to ensure their work to address these factors also considers the drivers of violence.

### Examples

- Whole-of-organisation approaches, where prevention is integrated into their daily services and practices with clients and workplaces within which prevention can be undertaken.
- Undertake regular consultation with clients and the local community on their experience of how gender equitable, respectful and inclusive they have found your service and programs. Use these findings to make appropriate changes to relevant services, practices, policies and programs.
- Direct participation programs that address the drivers of violence, such as programs that promote healthy, equal and respectful relationships among new parents.
- These services are often well placed to respond to disclosures of violence. As well as supporting their clients who have experienced violence, they can also develop partnerships with other prevention initiatives in the community to establish strong and clear referral pathways for people who have experienced violence.

### Our Watch resources

- Our Watch, [Strengthening Hospital Responses to Family Violence](https://www.ourwatch.org.au/What-We-Do/%E2%80%8BStrengthening-Hospital-Responses-to-Family-Violence), <https://www.ourwatch.org.au/What-We-Do/%E2%80%8BStrengthening-Hospital-Responses-to-Family-Violence>

### Other resources available

- Women's Health Association of Victoria, [Action to Prevent Violence Against Women](http://www.actionpvaw.org.au), <http://www.actionpvaw.org.au>
- Women's Health West, [Why gender matters: a guide for community health services](http://pvahub.whwest.org.au/why-gender-matters-a-guide-for-community-health-services/), <http://pvahub.whwest.org.au/why-gender-matters-a-guide-for-community-health-services/>
- Carrington Health, [Baby Makes 3](http://www.carringtonhealth.org.au/services/groups/baby-makes-3) is a group program for first-time parents which aims to support couples maintain healthy and equal relationships after the birth of a baby, <http://www.carringtonhealth.org.au/services/groups/baby-makes-3>





## 7. Faith-based contexts

This setting includes places, networks and associations that are brought together on the basis of faith, religion or belief.

### Key opportunities

- Faith-based initiatives can have a powerful influence as faiths represent population groups across all life stages and from a variety of cultural backgrounds.
- Faith settings are an important space in which people's beliefs and behaviours around intimate relationships, gender roles and norms are influenced.
- Faith leaders can play a key role in directly shaping respectful, non-violent attitudes and practices within the members of their faith group.
- Work in this setting can support individuals to take action if they witness sexism or discrimination.
- Faith-based contexts offer important opportunities, but religion should not be confused with cultural identity, and faith leaders should not be viewed as representative of entire cultural communities.

### Examples

- Support and train faith leaders to understand and address the drivers of violence against women.
- Involving all leaders and members of the faith community, provides opportunities to influence all aspects of the setting and to ensure prevention work reflects the needs of the community.
- Supporting faith communities to address the drivers of violence against women by drawing on existing beliefs and practices within their faith community that support respectful, healthy relationships.
- Faith-based organisations also have wide networks that can be mobilised across the community to reinforce key messages about gender equality and preventing violence.

### Other resources available

- Northern Interfaith and City of Darebin, [Promoting equal and respectful relationships in faith communities: A manual and toolkit](https://www.vichealth.vic.gov.au/media-and-resources/publications/guide-to-equality), <https://www.vichealth.vic.gov.au/media-and-resources/publications/guide-to-equality>
- White Ribbon Australia, research paper on [Key issues in working with men from immigrant and refugee communities in preventing violence against women](https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR_Research_Paper_V7.pdf), includes discussion on engaging men through faith settings, [https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR\\_Research\\_Paper\\_V7.pdf](https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR_Research_Paper_V7.pdf)
- City of Greater Dandenong, City of Casey, Cardinia Shire Council, CHALLENGE Family Violence, [Promoting equality and respect: an interfaith collaboration on preventing violence resource](https://issuu.com/greaterdandenong/docs/family-violence-challenge-family-vi), <https://issuu.com/greaterdandenong/docs/family-violence-challenge-family-vi>
- City of Darebin, [RESPECT: a guide for Muslim Faith Leaders and Communities](http://www.darebin.vic.gov.au/Darebin-Living/Community-support/Diversity), a resource for Muslim faith leaders and communities to take action to prevent violence against women and promote equal and respectful relationships, <http://www.darebin.vic.gov.au/Darebin-Living/Community-support/Diversity>



## 8. The media

This setting refers to the industries and organisations that deliver media in all its forms – print, television, radio, online and social media.

### Key opportunities

- By reporting violence against women and violence in general, the media has a powerful influence over how the public understands violence and gender.
- Violence against women generates daily media coverage across Australia. However, the links between gender inequality and violence is often missing from this coverage, with the vast majority of reporting on violence ‘incident-based’ – looking at tragic individual instances – but not exploring the issue in a more depth.
- Media coverage sometimes perpetuates myths and stereotypes about violence against women, including sensationalising stories and ‘victim blaming’. More informed and accurate media commentary on violence against women and challenging rigid gender stereotypes will contribute to achieving population-wide change.
- Media organisations are also workplaces that should adopt internal policies and practices to support women’s leadership in the industry and create change to disrespectful and sexist cultures.
- Challenging norms across media organisations that prevent women’s full participation in the industry, such as practices of women presenting stories that play into gendered stereotypes.

### Examples

- Positive engagement with the media industry, including editors and journalists, encourages them to reflect on the impact of their reporting on violence and how they can play an important role in prevention work. This includes training and resources on responsible reporting of violence against women and incentives for responsible reporting such as media awards.
- Media organisations are well placed to implement communications and social marketing strategies across a range of platforms including print, television, radio and social media to promote positive messages on gender equality and to represent stories of violence against women accurately and respectfully.
- The media can work with media advocates – women who have experienced violence and who have received support and training to share their own experiences of violence, such as through interviews. It is essential that the interview process and how women’s stories are presented in any media coverage occur safely, ethically and respectfully.
- Build the capacity of the prevention sector to work with the media, and to provide clear and consistent messages and information on the drivers and prevention of violence. This aims to support improved reporting on violence and contribute to a deeper understanding nationally of prevention.

### Our Watch resources

- Our Watch is working around the country on the [National Media Engagement Project](http://www.ourwatch.org.au/What-We-Do/National-Media-Engagement-Project), [www.ourwatch.org.au/What-We-Do/National-Media-Engagement-Project](http://www.ourwatch.org.au/What-We-Do/National-Media-Engagement-Project)
- This includes a National Awards Scheme to recognise and reward good reporting on violence against women, [www.ourwatch.org.au/What-We-Do-\(1\)/Our-Watch-Awards](http://www.ourwatch.org.au/What-We-Do-(1)/Our-Watch-Awards)

### Other resources available

- ANROWS, [Media representations of violence against women and their children: State of knowledge paper](http://www.anrows.org.au/publications/landscapes/media-representations-violence-against-women-and-their-children-state), <http://www.anrows.org.au/publications/landscapes/media-representations-violence-against-women-and-their-children-state>
- Domestic Violence Victoria, [Working with news and social media to prevent violence against women and their children: A strategic framework for Victoria](http://dvvic.org.au/wp-content/uploads/2016/11/Working_with_News_and_Social_Media_Quick_Reference_Guide.pdf), [http://dvvic.org.au/wp-content/uploads/2016/11/Working\\_with\\_News\\_and\\_Social\\_Media\\_Quick\\_Reference\\_Guide.pdf](http://dvvic.org.au/wp-content/uploads/2016/11/Working_with_News_and_Social_Media_Quick_Reference_Guide.pdf)
- Domestic Violence Victoria, [Eleven ways to boost your work with news media: How you can help the media report prevention of violence against women](http://dvvic.org.au/wp-content/uploads/2016/11/11-Ways-Full-Guide.Compressed-for-Website.-10.5.16.pdf), <http://dvvic.org.au/wp-content/uploads/2016/11/11-Ways-Full-Guide.Compressed-for-Website.-10.5.16.pdf>
- Partners for Prevention, [Using social media for the prevention of violence against women](http://www.partners4prevention.org/sites/default/files/resources/socialmedia_final.pdf), [http://www.partners4prevention.org/sites/default/files/resources/socialmedia\\_final.pdf](http://www.partners4prevention.org/sites/default/files/resources/socialmedia_final.pdf)
- Women’s Health East, [Speaking Out program](http://whe.org.au/wp-content/uploads/sites/3/2014/10/SpeakingOutFlyer_July2015.jpg) – media advocacy to end family violence and sexual assault, [http://whe.org.au/wp-content/uploads/sites/3/2014/10/SpeakingOutFlyer\\_July2015.jpg](http://whe.org.au/wp-content/uploads/sites/3/2014/10/SpeakingOutFlyer_July2015.jpg)
- Centre for Advancing Journalism, University of Melbourne, [Uncovered](https://uncovered.org.au/), <https://uncovered.org.au/> Uncovered is a resource developed by and for Australian journalists interested in best practice reporting on violence against women.



## 9. Popular culture, advertising and entertainment

This setting refers to the variety of industries, mediums and corporations that contribute to popular culture and shape consumer choices and behaviours.

### Key opportunities

- The advertising and entertainment industries have enormous influence over an individual's attitudes and behaviours related to violence against women. Examples include the marketing of children's toys which can promote unhealthy and rigid gender stereotypes or other reinforcing factors of violence, such as harmful use of alcohol.
- These industries present information on gendered norms, stereotypes and violence across a number of platforms, including social marketing, television and cinema. They can also be sites for reinforcing factors, such as the backlash evident in social media (see Section 8 for further information on preparing for and responding to backlash).
- These settings provide multiple opportunities for influencing change, including challenging the objectification and sexualised representations of women that are common in popular culture and entertainment. It provides the opportunity to send positive messages about what healthy and respectful relationships should look like, at all stages of life.

### Examples

- Supporting this sector to understand the drivers of violence, how violence can be prevented and the role the sector can play in prevention are critical.
- Communications and social marketing campaigns can raise awareness of violence against women as well as challenge the attitudes, practices and social norms that drive it. These should be used with other techniques such as direct participation programs.
- Prevention strategies may be led by the industry or undertaken in partnership with government and community organisations.
- As sectors that are also large employers, these industries can also adopt approaches to support organisational cultural change for gender equality.

### Other resources available

- Department of Premier and Cabinet (Victoria), [Gender portrayal guidelines, www.dpc.vic.gov.au/index.php/communication/policies-and-guidelines/gender-portrayal-guidelines](http://www.dpc.vic.gov.au/index.php/communication/policies-and-guidelines/gender-portrayal-guidelines)
- City of Melbourne, [Guide to reporting sexist advertising, www.melbourne.vic.gov.au/community/safety-emergency/Pages/guide-to-reporting-sexist-advertising.aspx](http://www.melbourne.vic.gov.au/community/safety-emergency/Pages/guide-to-reporting-sexist-advertising.aspx)
- [Let Toys Be Toys, http://lettoysbetoys.org.uk/](http://lettoysbetoys.org.uk/)



## 10. Public spaces, transport, infrastructure and facilities

This setting involves the wide range of industries and sectors that influence the development and use of public environments and resources in our society.

### Key opportunities

- The provision, design and maintenance of infrastructure, facilities and public spaces have a significant impact on the way people access these spaces.
- Planning policies and processes can unintentionally exclude or discriminate against groups in our community and can ignore the fact that women and men often use and perceive public spaces differently.
- Local, state and territory, and federal governments, as well as organisations that contribute to planning and development, all have a role to play. Local governments in particular are important partners for prevention through their role in the design and maintenance of local public spaces and facilities.
- Considering equality, inclusivity and accessibility during all stages of planning and development can support women's equal participation in their community and their access to facilities, transport and public spaces.
- Improving women's and girls' real and perceived safety in public spaces by ensuring the design and planning of infrastructure and transport is gender-sensitive. Supporting women's safety and security in public spaces improves their independence in public and private life.

### Examples

- All prevention work in this setting should adopt a whole-of-organisation approach, including involving all members of organisations that work in the setting and the wider community. This recognises that these organisations are both service providers and workforces that can promote gender equality through organisational development.
- Government-based prevention work in this setting can draw on strategies to promote safety, equality and respect in public spaces. This could include a multi-sectoral approach with a communications campaign and direct participation programs such as bystander training.
- Ensuring that any data used is sex disaggregated (statistics and information that is collected and analysed separately for women/girls and men/boys) and that women and men from all sections of the community are consulted to inform the planning and design of public spaces, infrastructure and facilities.
- Applying a gendered lens to disaster management to ensure it considers and addresses gender inequality and the increased risk of violence against women following disasters.

### Other resources available

- Department of Premier and Cabinet (Tasmania), *Making public spaces and events safer for women*, [http://www.dpac.tas.gov.au/divisions/csr/policy/Policy\\_Work/taking\\_action\\_tasmaniaas\\_primary\\_prevention\\_strategy\\_to\\_reduce\\_violence\\_against\\_women\\_and\\_their\\_children\\_2012-2022/making\\_public\\_spaces\\_and\\_events\\_safer\\_for\\_women](http://www.dpac.tas.gov.au/divisions/csr/policy/Policy_Work/taking_action_tasmaniaas_primary_prevention_strategy_to_reduce_violence_against_women_and_their_children_2012-2022/making_public_spaces_and_events_safer_for_women)
- Women's Health In the North and Women's Health Goulburn North East, *Gender and disaster pod*, [www.genderanddisaster.com.au](http://www.genderanddisaster.com.au)
- Healthy Spaces & Places, *Why health and planning?*, <http://www.healthyplaces.org.au/site/why.php>
- UN Women, *Safe Cities* resources, <http://www.endvawnow.org/en/modules/view/12-safe-cities.html#53>
- Municipal Association of Victoria, *Gender and Emergency Management*, <http://www.mav.asn.au/policy-services/emergency-management/Pages/gender-emergency-management.aspx>
- Ten ways local government can advance gender equity, *Infrastructure* and *Land Use Planning and Design*, <http://www.mav.asn.au/policy-services/social-community/gender-equity/gender-equity-factsheets/Pages/default.aspx>
- Moreland City Council, *Female friendly sports facility checklist*, <http://www.activemoreland.com.au/Documents/Moreland%20Sports%20Clubs/AWG%20-%20Female%20friendly%20facility%20checklist.pdf>
- State and territory governments have policies on crime prevention through urban and environmental planning and design.



## 11. Legal, justice and corrections contexts

This setting includes the many sectors that are involved in intervening in violence after it has occurred, such as police, courts, law and justice agencies and rehabilitation services

### Key opportunities

- Legal, justice and corrections agencies provide an important foundation for prevention by ensuring safety for victims and accountability for perpetrators. The treatment of violence against women within this setting has a powerful influence on community attitudes about the seriousness of the issue and its impact on women.
- The legal and justice system has the opportunity to influence community attitudes through judgements and sentencing perpetrators.
- They have a role in prevention as organisations that actively promote equality and respect in their environments and daily practice.
- Services and organisations in this setting are also workplaces that should adopt internal organisational change work to address the drivers of violence.

### Examples

- Crime prevention strategies that address the drivers of violence against women-related crime in communities. These initiatives can be community-focused and driven.
- Whole-of-organisation approaches that involve all staff and other members of the agency or organisation can increase understanding and awareness, as well as influence underlying attitudes and beliefs.

### Other resources available

- Department of Justice (Victoria), *Reducing Violence against Women and their Children Grants Program*, <http://www.crimeprevention.vic.gov.au/home/your+community/preventing+violence+against+women/>



Work in these settings can support individuals to take action if they witness sexism or discrimination.

# Techniques: ‘how they are best implemented’



*Change the story* identifies five techniques – the different ways that prevention practice can be undertaken – that have demonstrated effectiveness or promise for the primary prevention of violence against women. Below is information about these different techniques, including case studies and relevant tips.

It is also important at this point to think about the inclusive and universal approaches that need to be applied to this work as well as to consider the complexity of intersecting circumstances, identities and experiences and the relevant intersections of inequality, discrimination and oppression in women’s lives. These are discussed in Section 5.



## Technique 1: Direct participation programs

Direct participation programs involve face-to-face engagement with individuals or groups. Direct participation programs build participants' understanding of gender inequality, the sexist norms, structures and practices that drive violence against women and what they can do to prevent violence against women in their daily lives.

These programs aim to provide participants with the skills and confidence to examine their own beliefs and behaviours and to adopt ones that are more supportive of respect and gender equality. The direct participation of the target audience increases the impact of the program's key messages and leads to longer-lasting change through knowledge and skills-building. These programs are particularly effective when they are implemented as part of broader organisational change process in settings such as schools or workplaces.

These programs can play an important role in reinforcing new beliefs and behaviours by improving understanding of gender equality and respectful relationships within a community. Table 3 has examples of direct participation activities.

### Facilitation

You may wish to have male and/or female facilitators for a direct participation program, depending on your target audience. Male and female facilitators working together can be highly effective with both single sex and mixed sex groups.

Male and female co-facilitators can effectively role model key messages about equality and respect. They can also challenge participants' ideas about gender by actively finding opportunities to act outside of gendered norms.

Activity	Aim
<b>Respectful relationships education</b>	<ul style="list-style-type: none"> <li>Teach children and young people about gender relations and how to build respectful, non-violent relationships through age-appropriate curriculum.</li> <li>Build young people's media literacy and encourage them to critically look at how women and men are portrayed in the media, popular culture and advertising, and challenge gender stereotypes.</li> </ul>
<b>Parenting programs</b>	<ul style="list-style-type: none"> <li>Promote positive, respectful and equitable parenting practices, challenge gender stereotypes about parenting, and encourage healthy and safe family environments with potential and new parents.</li> </ul>
<b>Peer or group education programs</b>	<ul style="list-style-type: none"> <li>Support participants to question sexist beliefs and behaviours in their social group, and to challenge the condoning of violence against women.</li> <li>Encourage individuals and organisations to be active bystanders and speak and act against sexist language and behaviour, including promoting an active role for men in advocating for gender equality.</li> </ul>
<b>Women's social and economic empowerment initiatives</b>	<ul style="list-style-type: none"> <li>Build the skills of women to seek employment and financial independence and address additional forms of economic disadvantage, such as those experienced by newly arrived migrant women.</li> </ul>
<b>Arts and cultural groups</b>	<ul style="list-style-type: none"> <li>Produce exhibitions or develop performances to raise awareness of gender inequality or gender stereotypes and explore alternative forms of femininity and masculinity.</li> </ul>
<b>Professional development</b>	<ul style="list-style-type: none"> <li>Provide training for service providers on the gendered nature of violence, discrimination and inequality. This should also include training on the experiences of specific population groups whose experiences of violence and discrimination can be compounded, such as women and girls with disabilities.</li> </ul>

Table 3: Examples of direct participation techniques





## Tip

### What works and what doesn't for direct participation programs

- Run programs with multiple sessions over time to reinforce changes to attitudes and behaviours.
- Implement direct participation actions as part of broader, ongoing programs and engagement in a community.
- Deliver programs as part of a complementary strategy, such as staff workshops on sexism, as part of a broader workplace gender equality strategy.
- Include interactive elements in your program that require participants to actively engage with the content and practise the skills and knowledge they learn, to ensure participants stay engaged with what can be challenging content.
- While it is important that training resources should be tailored to the setting and community you are working with, many training resources already exist that you could adapt and use. Contact your local women's health or family and domestic violence organisation for more information. There are also a number of resources referred to throughout this Handbook that may be useful.
- Ensure program facilitators have appropriate expertise. Training and supporting the facilitators should be a central component of the program's design to ensure knowledge, familiarity and confidence with the drivers of violence and the principles of primary prevention.
- Ensure that programs and facilitators do not unintentionally reinforce gender stereotypes and misconceptions about violence against women.
- Take care that programs with male facilitators do not replicate gender inequality by putting men in positions of power or control over women, including both participants and female co-facilitators.
- Ensure content recognises diversity in your group, including different cultural and linguistic backgrounds, different levels of ability and intersections between different identities. Make sure those delivering activities are trained and supported to work with these diverse experiences.



### Case study: MATE, Griffith University, Queensland

The MATE program is a leadership program implemented in a number of settings that focuses on preventing all forms of violence. The program views all participants as empowered bystanders and aims to provide them with the skills and knowledge to stand up to situations of violence, sexism, gender inequality and disrespect.

The training sessions are facilitated discussions, not lectures, and are highly interactive. The sessions are used to develop options for participants to use during a range of school or social situations – ranging from sexist jokes or comments to actual violence. Additionally, the training sessions open dialogue for participant leadership on issues such as intimate partner violence, sexual assault, fighting and bullying.

Training sessions aim to challenge participants to understand and embrace the necessity of their action as leaders and proactive bystanders when faced with violence and gender inequality. It provides participants with opportunities to shift their perspectives and attitudes about these issues and then empowers participants with options for intervening in real-life situations.

For more information, see Griffith University, *MATE*, <https://www.griffith.edu.au/criminology-law/violence-research-prevention-program/training-development>

For more on bystander interventions, see VicHealth, *More than ready: Bystander research project*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/bystander-research-project>



## Technique 2: Community mobilisation and strengthening

Community mobilisation and strengthening builds on existing relationships within communities to take collective action to address the drivers of violence in community settings. This technique engages the community to participate in the design and implementation of initiatives that best reflect their needs and priorities. It uses community partnerships and collaboration, and recognises that participation is key to communities finding their own solutions. Community mobilisation takes a strengths-based approach and can be an important technique for communities that are marginalised and often denied a voice in decision-making. Table 4 has examples of activities.



**Tip**

It is important to remember that community is defined in different ways by different people. Just as every person can have range of identities (for example as a woman, a person with disability and as an older or younger person), people can be members of multiple communities – geographic, economic or cultural.

Communities can also be virtual communities. Online communities are increasingly becoming an active voice in preventing violence and advocating for gender equality.

Activity	Aim
<p><b>Community-driven strategies</b></p>	<ul style="list-style-type: none"> <li>• Challenge social norms and practices that support violence against women using local activism and community initiatives such as community meetings, workshops and cultural activities.</li> <li>• Target the condoning of violence and other anti-social behaviours as identified by the community while also promoting and respecting community self-determination, which is particularly important in working with Aboriginal and Torres Strait Islander communities.</li> </ul>
<p><b>Economic empowerment interventions</b></p>	<ul style="list-style-type: none"> <li>• Empower women through initiatives that support financial literacy and independence, and support women’s leadership in their community and personal relationships.</li> <li>• Address economic inequality in marginalised population groups as part of a broader community-wide strategy.</li> </ul>
<p><b>Community events</b></p>	<ul style="list-style-type: none"> <li>• Use community events to promote the key messages of broader prevention strategy through partnerships between prevention initiatives and community leaders</li> </ul>
<p><b>Whole-of-community strategies</b></p>	<ul style="list-style-type: none"> <li>• Saturate a local area through a number of coordinated and targeted techniques, across various settings and aligned with a regional prevention framework. See the Generating Equality and Respect case study on page 105</li> </ul>

Table 4: Examples of community mobilisation and strengthening techniques



## Tip

### What works and what doesn't work for community mobilisation and strengthening

- Community empowerment is a key principle in preventing violence against women. Engage key organisations, recognised community leaders and diverse community members at all stages of the program. This will empower the community to be part of decision making and to claim ownership of the program. This is particularly important when working with Aboriginal and Torres Strait Islander people where initiatives should be driven by the community.
- Recognise communities are diverse places with people from many different backgrounds. Tailor the initiative to be inclusive, relevant and culturally sensitive. Recognise every community is different and not all approaches or techniques will work with every audience.
- Take care not to unintentionally play into existing power relations when partnering with key individuals in the community. Ensure marginalised community members and organisations have a voice and an opportunity to contribute to decision-making and to participate in the program.
- Consider that building relationships between a program and the target community takes a lot of time and commitment from both sides. If this is not done respectfully and sensitively, people may not trust the program or your organisation and they may not be willing to participate.
- Determine the community's readiness and willingness to participate during initial consultations to identify any resources that may be missing or additional training that may be needed.



### Case study: Promoting Peace in Families, City of Casey, Victoria

The Promoting Peace in Families project promotes health and wellbeing through initiatives in faith-based settings in collaboration with the wider community. The project aimed to strengthen the capacity of the faith sector to act on violence against women and their children through awareness raising, social marketing, establishing support services within communities and building the capacity of leaders to engage in prevention activities.

One of the key strengths of the project was the increased collaboration between the faith-based organisations and the wider community. Relationships were established between faith-based and other organisations including local government, to improve service delivery and sharing of resources. Faith-based organisations also became involved in White Ribbon campaigns in their community.

For more information, see *Promoting Peace in Families*, <http://www.casey.vic.gov.au/health-safety/health-promotion/family-violence-prevention>

### Technique 3: Organisational development

Organisational development refers to actions that address the drivers of violence against women in all aspects of an organisation. A negative organisational culture encourages harmful and sexist beliefs and behaviours, including sexual harassment or sexism, which undermine women’s leadership and encourage discrimination against women. Organisational development is important for promoting positive organisational structures and cultures based on respect and equality between women and men. It also aims to remove structural and cultural barriers to equality and put women and men on an equal footing across the organisation. This can have a broad impact on preventing violence because organisations have the potential to influence the wider community as well as their own organisational cultures.




**Tip**

**Organisations** include businesses and corporations, schools and universities, sports associations, faith-based organisations, local government, media agencies and health centres. These organisations are key players in preventing violence against women because they are places in which women and men interact within their community and can shape people’s beliefs and behaviour.

The organisational development technique is relevant in all settings and anywhere that people work together, whether voluntarily or through employment.



Organisational development is also an opportunity to address additional forms of inequality and disadvantage that intersect with gender inequality. Organisational development work is strengthened by addressing other forms of social and economic discrimination.



**Tip**

Drafting a policy that demonstrates your organisation’s commitment to preventing violence against women is a good way to establish a visible commitment to members of the organisation, partners and your local community.

Organisational development is also an essential internal capacity building activity for organisations wishing to undertake prevention work with external stakeholders or communities. Critically reflecting on their own organisation is an important first step to ensure the organisation has the right organisational culture, structures, norms and practices as well as the knowledge and understanding to undertake prevention work externally.

Organisational development can include a large range of actions depending on the context and the resources available. It is important that actions are part of a whole-of-organisation approach and plan. Table 5 below has examples of activities.

Activity	Aim
<b>Awareness raising campaigns</b>	<ul style="list-style-type: none"> <li>• Increase awareness in the organisation about the prevalence of violence against women, its drivers and the actions that organisations and individuals can take to prevent it.</li> <li>• Provide active roles for people in the organisation as bystanders and leaders to challenge sexist beliefs and practices.</li> </ul>
<b>Codes of conduct</b>	<ul style="list-style-type: none"> <li>• Set the expectation within the organisation for people to take reasonable steps to eliminate discrimination and sexual harassment.</li> </ul>
<b>Organisational gender audits</b>	<ul style="list-style-type: none"> <li>• Identify the structural aspects of gender inequality in the organisation such as pay gaps and women’s representation in management positions, and availability of flexible working conditions.</li> </ul>
<b>Gender equality strategy</b>	<ul style="list-style-type: none"> <li>• Use the findings from an organisational gender audit in addition to other sources to develop an organisational gender equality strategy. This may include reporting to the Workplace Gender Equality Agency and developing policies on remuneration and retention for women in the organisation.</li> </ul>
<b>Organisational cultural audits</b>	<ul style="list-style-type: none"> <li>• Assess cultural awareness and understanding of the communities and population groups the organisation is working with and inform actions to embed cultural awareness in the organisation, such as developing a Reconciliation Action Plan.</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>• Promote and normalise gender equality as part of organisational culture and practice to all staff or organisation members.</li> <li>• Reinforce leadership and role modelling of gender equality and respect by male and female leaders in the organisation.</li> </ul>
<b>Leadership workshops</b>	<ul style="list-style-type: none"> <li>• Address additional barriers to gender equality such as gender bias in decision-making and organisational practices in leadership.</li> </ul>

Table 5: Examples of organisational development techniques



## Tip

### What works and what doesn't work in organisational development

- Use a whole-of-organisation approach that promotes gender equality across the organisation and employs strategies across multiple levels of the organisation so that change is mutually reinforced.
- Address knowledge and skills in the organisation as well as formal structures or practices and informal norms that reinforce gender inequality.
- Determine the organisation's readiness and willingness to participate during initial consultations. This is important for determining the organisation's capacity to successfully implement and maintain the program.
- Ensure senior leadership is committed to prevention and creates an authorising environment by establishing and reinforcing organisational commitments to violence prevention and gender equality.
- Ensure organisational staff or members delivering actions have access to quality training and support, and regular opportunities to build their confidence and skills.
- Tailor organisational development initiatives to the specific context of the organisation, as well as the wider context of the community you are working in. Align work with other prevention initiatives in the community or setting to provide consistent messages on gender equality and ending violence against women.
- Avoid one-off or annual events that are not part of a broader plan for change. More 'visible' initiatives such as raising awareness cannot replace actions that embed gender equality in the organisation's structures and culture.
- Maintain efforts over time to ensure sustainability. Programs require a long-term commitment of resources to ensure a comprehensive whole-of-organisation approach.



### Case study: Working Together Against Violence, Linfox and Women's Health Victoria

The Working Together Against Violence project used organisational development activities to both create a culture of equality and respect at Linfox, a transport company, and to build the capacity of Linfox and Women's Health Victoria to deliver prevention initiatives. The project was a partnership between the organisations, in which Women's Health Victoria delivered training on bystander action and awareness raising on violence-supportive behaviour and attitudes. The project's framework was informed by Women's Health Victoria's feminist values and by theories of masculinity and social norms change. This meant that the project had an explicit focus on targeting the drivers of violence against women by addressing organisational culture in the male-dominated workplace of Linfox.

The project took a whole-of-organisation approach, with all employees and managers required to engage with the project and those in leadership positions to be role models and promote the key messages of the training workshops. The project emphasised the important relationship between the health and safety of employees at home and at work for employees across all levels of the organisation. This whole-of-organisation approach underpinned the gender transformative framework of the project.

Another strength of the project was the delivery of bystander training. Workshop content did not regard men as perpetrators, but as individuals who can contribute to making a difference and challenging violence against women. This was important for the project to be able to effectively engage men at Linfox. Employees of Linfox came from a range of cultural and linguistic backgrounds and this was considered when delivering the training. Resources were designed to be clear and simple, and language was kept as free from jargon as possible, with images also used in the workshop presentations.

For more information, see [Working together against violence](http://whv.org.au/static/files/assets/8b4e9b75/Working_Together_Against_Violence_final_project_report.pdf), [http://whv.org.au/static/files/assets/8b4e9b75/Working\\_Together\\_Against\\_Violence\\_final\\_project\\_report.pdf](http://whv.org.au/static/files/assets/8b4e9b75/Working_Together_Against_Violence_final_project_report.pdf)

## Technique 4: Communications and social marketing

These techniques use communications to raise awareness of violence against women and challenge harmful attitudes, behaviours and social norms across a variety of media and popular entertainment channels including television, radio, print, online media and social media. Institutions like the media represent important ‘culture creators’ that can have a powerful role in establishing norms and disseminating information, and therefore influencing social change. These initiatives aim to encourage behavioural and attitudinal change.

Experience from communications initiatives on other topics show that communications campaigns alone have limited impact, but can be powerful when undertaken as part of a broader multi-setting and multi-technique initiative.



**Tip**

Prevention strategies that incorporate a communications campaign must ensure that all messages and images used do not inadvertently reinforce stereotypes on gender or other forms of disadvantage and inequality.

A gender transformative approach to communications and social marketing means that all content is delivered in a way that challenges rigid and harmful beliefs including sexism, ableism, racism and other forms of discrimination. Be careful not to present messages that misrepresent, exploit or sensationalise people’s stories or lives and make sure all work is supportive of women’s independence and decision making.

Best practice is to pilot all campaign content with your target audience to ensure your messages are accessible and appropriate, and to seek media advocacy training and support where necessary.

Key messages of communications initiatives must be supported by leaders within the community to demonstrate support for the desired changes. Strategies should be based on rigorous and relevant research and testing with relevant audiences to ensure effectiveness and avoid unintended consequences such as reinforcing stereotypes. They should have simple and consistent key messages with tailored messages for specific target audiences and channels.

Examples of effective campaigns using this technique come from other areas of public health prevention including on tobacco use, physical activity and sun smart behaviours. In each case, communications and marketing campaigns were effectively combined with broader strategies that contributed to whole-of-population change around harmful social norms, practices and structures. Table 6 has examples.

Activity	Aim
<b>Sustained multi-media campaigns</b>	<ul style="list-style-type: none"> <li>Challenge attitudes and norms that condone violence or promote gender inequality using radio, television, billboards or other channels to ‘saturate’ the wider community.</li> </ul>
<b>Communications campaigns</b>	<ul style="list-style-type: none"> <li>Bring together prevention practitioners and service providers to advocate for reform to policy and legislation to address structural, society-level barriers to gender equality.</li> </ul>
<b>‘Edutainment’ programs</b>	<ul style="list-style-type: none"> <li>Encourage young people to discuss violence and promote gender equality through the use of social media or television series alongside a complementary peer education program that reinforces key messages of the overarching strategy.</li> </ul>
<b>Arts campaigns</b>	<ul style="list-style-type: none"> <li>Engage arts organisations to find creative platforms to promote messages on ending violence against women.</li> <li>Use creative platforms to engage diverse population groups through relevant popular culture.</li> </ul>

Table 6: Examples of communications and social marketing techniques



## Tip

### What works and what doesn't in communications and social marketing.

- Avoid single component awareness-raising strategies, which are ineffective in shifting complex social norms. They may raise awareness and 'break the silence' about violence against women but are rarely transformative. They may also have adverse effects by reinforcing a belief that violence against women is normal or inevitable.
- Develop key messages that are simple, strong and consistent and address the drivers of violence against women. Move beyond raising awareness.
- If the campaign is targeted at the local community level, ensure it is based in community mobilisation and leadership at a grassroots level. Assess local experiences and needs of the community or setting you are working in before developing the key messages of the campaign. Test these messages again with your target audience before finalising them.
- Involve well-known leaders from a wide range of groups in the target community to appeal to and engage with a broader audience, and to publicly role model the key messages of the campaign.
- Devise campaigns with multiple components to promote key messages through a range of platforms including social media, posters and pamphlets, along with traditional media such as radio, newspapers and television.
- Brief relevant support services so they have an opportunity to plan responses to increased demand as a result of a communications or marketing campaign, particularly in localised areas.
- Be aware of potential backlash or other negative consequences that the campaign may have.
- Tailor messages for specific audiences and channels. Recognise that communications and social marketing campaigns will reach people from diverse backgrounds and work to make sure that violence prevention messages do not take a 'one-size-fits-all' approach.
- Develop positive and constructive violence prevention campaigns, which use inclusive images and language. This might include positive images of women with disabilities, Aboriginal women and older women, and diverse depictions of healthy relationships, families and communities. Do not use disempowering stereotypes such as racist stereotypes of abused women and children from a specific cultural or ethnic group. Images and language need to reflect diversity.



### Case study: Make the Link Campaign, Gippsland Women's Health Service, Victoria

The Make the Link social marketing campaign formed part of a broader approach to prevention in the Gippsland Regional Preventing Violence against Women Strategy. The campaign developed various merchandise and web content to communicate key messages on the link between sexist language and comments and violence against women.

These messages were adopted and reinforced by all other activities happening in the region under the Gippsland Regional Strategy. Strategy partners also integrated the campaign into organisational development activities so that the region was effectively saturated by Make the Link's key messages. This campaign highlighted that communicating consistent messages across all elements of a prevention strategy is a critical success factor.

For more information, see [Make the Link](https://makethelink.org.au/), <https://makethelink.org.au/> and the [Final Report on Outcomes and Learnings](http://www.ourwatch.org.au/getmedia/b4a40a7b-8c7c-46a4-858f-6538c0d7e1ec/focus).14) from the Reducing Violence against Women and their Children Grants, [http://www.ourwatch.org.au/getmedia/b4a40a7b-8c7c-46a4-858f-6538c0d7e1ec/focus\).14](http://www.ourwatch.org.au/getmedia/b4a40a7b-8c7c-46a4-858f-6538c0d7e1ec/focus).14)



## Technique 5: Civil society advocacy

Advocacy is about building collective momentum for change. Civil society organisations are key players in building and supporting social movements that encourage governments, organisations, corporations and communities to take action to prevent violence against women. Evidence shows that civil society advocacy, particularly through women’s organisations, is essential to long-term and effective policy development for preventing violence against women. Table 7 has examples.



### Tip

This work should always be done in collaboration, using a strengths-based approach that draws on the existing knowledge and skills of women’s organisations around the country. These organisations have a wealth of experience in advocating for women’s rights, equality and safety, and are a valuable resource for further civil society advocacy and other prevention techniques.

Activity	Aim
<b>Advocacy for women’s health</b>	<ul style="list-style-type: none"> <li>Achieve policy, legislative and institutional reform of women’s health including advocacy for women’s reproductive rights and enhancing women’s independence in public life. A list of national women’s health services and organisations can be found at <a href="http://awhn.org.au/organisations/">http://awhn.org.au/organisations/</a></li> </ul>
<b>Advocacy for childcare reform</b>	<ul style="list-style-type: none"> <li>Improve childcare accessibility and quality to increase women’s opportunities and financial independence.</li> </ul>
<b>Networking opportunities</b>	<ul style="list-style-type: none"> <li>Facilitate opportunities for women to network and advocate collectively, particularly on issues or in settings where they are underrepresented including capacity building for civil society representatives to advocate for women’s empowerment.</li> </ul>

Table 7: Examples of civil society advocacy techniques



### Tip

Prevention strategies that adopt civil society advocacy techniques often engage influential individuals or ‘champions’ for gender equality to promote key messages in the community. These advocates are invaluable in highlighting the issue and developing a shared understanding of violence against women in the community. These advocates can also create and implement strategies to promote non-violence and gender equality in their own local contexts. However, ‘champions’ need to represent the diversity of communities and programs should be careful when promoting influential individuals that this does not detract from the transformative potential of the program’s messages. For example, campaigns that promote male champions through communications and marketing campaigns can be perceived as damaging the work of women who have been working in prevention for many years with limited recognition of their work.





## Tip

### What works and what doesn't work in civil society advocacy

- Ensure women from minority groups or from other disadvantaged or marginalised communities and the organisations that represent them are at the forefront of promoting cultural change and violence prevention efforts in their communities.
- Establish strong partnerships or networks between members of civil society, including promoting the role of women's health organisations as leaders in prevention.
- Encourage champions and advocates to undertake the background work required to be effective and take further responsibility for leading action.
- Engage a diverse range of champions and advocates from both formal and informal leadership positions who are representative of and respected in targeted communities.
- Provide training and ongoing support to ensure they are well-briefed and confident to share key messages about prevention. The [Speaking publically about men's violence against women: curly questions and language considerations, http://whwest.org.au/wp-content/uploads/2016/01/Speaking-on-PVAW-Resource\\_KH\\_WEB.pdf](http://whwest.org.au/wp-content/uploads/2016/01/Speaking-on-PVAW-Resource_KH_WEB.pdf) resource developed by Women's Health West can support community champions and practitioners when speaking publically about violence against women. This resource outlines some key steps in responding to tricky questions and comments about violence against women, including questions about men's experience of violence.
- Establish processes to ensure champions and advocates do not have personal histories such as perpetrating violence, gender inequality or racism that undermine their position.
- Avoid using women or women's organisations to support and sustain male champions and leaders because it reinforces the unequal distribution of power between men and women.



### Case study: South Australian Chiefs for Gender Equity

The South Australian Chiefs for Gender Equity are a coalition of high-profile men from the business and corporate sector. The Chiefs use their positions of influence to challenge the male-dominated structures and cultures of the private sector by raising awareness in workplaces, addressing inequitable policies and practices such as unequal pay, and addressing the barriers that prevent women from reaching senior levels in a corporate environment. In this way, their work aims to improve women's independence and decision-making in public life and to strengthen organisational gender equality.

The group works closely with the South Australian Equal Opportunity Commission and actively promotes the United Nations Women's Empowerment Principles. Through this partnership, the group maintains their alignment with the feminist values of gender equality and the Equal Opportunity Commission oversees the engagement of high profile men in prevention work.

For more information, see [Chiefs for Gender Equity, http://www.eoc.sa.gov.au/eo-business/chiefs-gender-equity](http://www.eoc.sa.gov.au/eo-business/chiefs-gender-equity)

## Sustainability - Making change 'stick' through multi-sectoral, multi-technique approaches

A population-wide approach to the prevention of violence against women cannot rely on any single setting or technique to create long-lasting change that reaches everyone. As this Handbook describes, primary prevention work nationally must be multi-sectoral, involving multiple techniques using consistent principles, adopt a whole-of-community or whole-of-organisation approach, implemented across all settings and sustained over long periods of time.

It is important to scan your environment to ensure that your prevention work is not duplicating other work and also to seek opportunities to connect your work to larger strategies or efforts.

Policy makers and funders need to ensure that prevention work spans multiple settings in a coordinated and mutually-reinforcing way. The Generating Equality and Respect case study below demonstrates the role of funders in coordinating a multi-setting and multi-technique strategy.

Multiple strategies in multiple settings and locations based on the *Change the story* framework will build this multi-sectoral and sustained approach. Your efforts can form part of the larger, Australia-wide work of prevention.



### Case study: Implementing a multi-setting and multi-technique prevention strategy in Melbourne's East

The Generating Equality and Respect program was a three-year partnership program between Monash City Council and Link Health and Community, with funding from VicHealth. Multiple prevention activities were implemented in a number of settings in one community, including the two local partner organisations as both workplaces and service providers to their local community, a local corporate workplace, maternal and child health services, and a local network for youth-focused practitioners.

These activities adopted different proven and promising techniques to support this whole-of-community approach across multiple settings, including workplace organisational development, direct participation with workshops for first-time parents on gender equitable parenting and relationships, building the capacity of the youth sector to promote respectful relationships education and civil society advocacy contributing to policy and practice expertise for the prevention sector. The Generating Equality and Respect program improved the reach and impact of the different activities by developing a comprehensive social marketing campaign, which supported the reach of key messages across the community.

Each of these activities also involved working with specific partner organisations in the community and closely aligned with the regional prevention strategy. Collaboration and coordination through strong partnerships between key stakeholders were central to the successful implementation of this multi-setting and multi-technique strategy. These partnerships will continue beyond the life of Generating Equality and Respect.

For more information, see *Generating Equality and Respect*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/generating-equality-and-respect-resources>

A holistic, nationwide approach to prevention cannot rely on any single strategy, setting or technique to reach everyone or create long-lasting change. To make change 'stick' our national approach to prevention needs to include a number of different techniques that support the transformation of norms, practices and structures across multiple settings.



### **Case study: Hamdel Project, Whittlesea Community Connections with The Salvation Army Crossroads and Women's Health in the North, Victoria**

The Hamdel Project was a pilot program that explored different prevention techniques in the local Iranian community. The program was designed and implemented through a close partnership between an established Iranian women's group and local health and family organisations. One of the main objectives was to build the capacity of the women's group and they had primary responsibility for developing the program's activities. The women's group also identified other potentially influential leaders and men to work with, and determined how this should happen.

One of the strengths of the program was the close working relationship between community development staff and the Iranian women's group. This improved both the community awareness of the gendered drivers of violence against women and the primary prevention approach, as well as building the organisational capacity of the women's group to deliver prevention strategies.

The delivery of program activities by female and male facilitators, both Iranian and non-Iranian, also created the opportunity to challenge myths on cultural gender roles. This emphasis on cross-cultural communication also promoted better understanding between diverse sections of the community.

For more information, go to the [Evaluation of the Preventing Violence Against Women and their Children in Culturally and Linguistically Diverse Communities Project](https://www.ourwatch.org.au/getmedia/8706760f-1245-4acd-b704-d8a2add12469/OurWatch-CALD-Evaluation-AA.pdf.aspx), <https://www.ourwatch.org.au/getmedia/8706760f-1245-4acd-b704-d8a2add12469/OurWatch-CALD-Evaluation-AA.pdf.aspx>

# 7

## **Section 7: Project planning and implementation**

## In this section you will find:

The planning cycle which includes the following steps:

- understand
- explore
- plan
- implement
- evaluate
- learn

There are a lot of ways that prevention work can be planned and implemented and many people and organisations will have their own preferred way of planning. The planning required will be influenced by the context in which the work is undertaken, such as whether:

- it is part of an established prevention, health or community plan
- it forms part of an organisation's work and utilises existing organisational project planning procedures and practices
- there is discreet funding for the project and whether the funding guidelines impact the type of work that can be done
- the work and/or the partnership is new, or whether it forms part of an existing project or partnership.

All of this will influence the level of planning required and the process that may be undertaken.

Our Watch has produced a [Toolkit for Practitioners](#)<sup>83</sup> working in their community. This toolkit covers the basic steps in program planning and implementation and has been developed for those who are relatively new to project based work.



# The planning cycle

This guide provides a suggested planning cycle and key points to consider at each stage of the cycle. This planning cycle is based on other well-established guidelines on prevention work and draws on valuable knowledge and experience from practitioners across Australia and around the world, in particular from the Women’s Health Association of Victoria, [Action to Prevent Violence Against Women](#)<sup>84</sup> and UN Women Pacific, [How to design projects to end violence against women and girls: A step-by-step guide to taking action](#).<sup>85</sup>

Regardless of the planning cycle or tools you use, good planning is important to ensure good outcomes. It prepares you for what is needed and enables you to think through what you want to achieve and how this can be done.

Figure 4 shows key stages of a planning cycle: understand, explore, plan, implement, evaluate and learn. This section of the Handbook details each stage as well as links to suggested tools, templates and further information. This can help you think about what you want to achieve with your prevention work, how you are going to make change happen and how you are going to measure and learn from that change.

Planning for prevention is a continuous cycle that doesn’t have a clear start and finish point. You need to keep checking back and forward that the work you set out to do is happening, that the people and organisations that need to be involved are involved, and that there are no harmful consequences of the work. At different times you will need to revisit or jump ahead to stages of the planning cycle. For example, during implementation you may need to revisit the ‘understand and explore’ stages, in the ‘plan’ stage you will need to be thinking about evaluation, and throughout all stages of the planning cycle, learning and reflecting on your work is important.

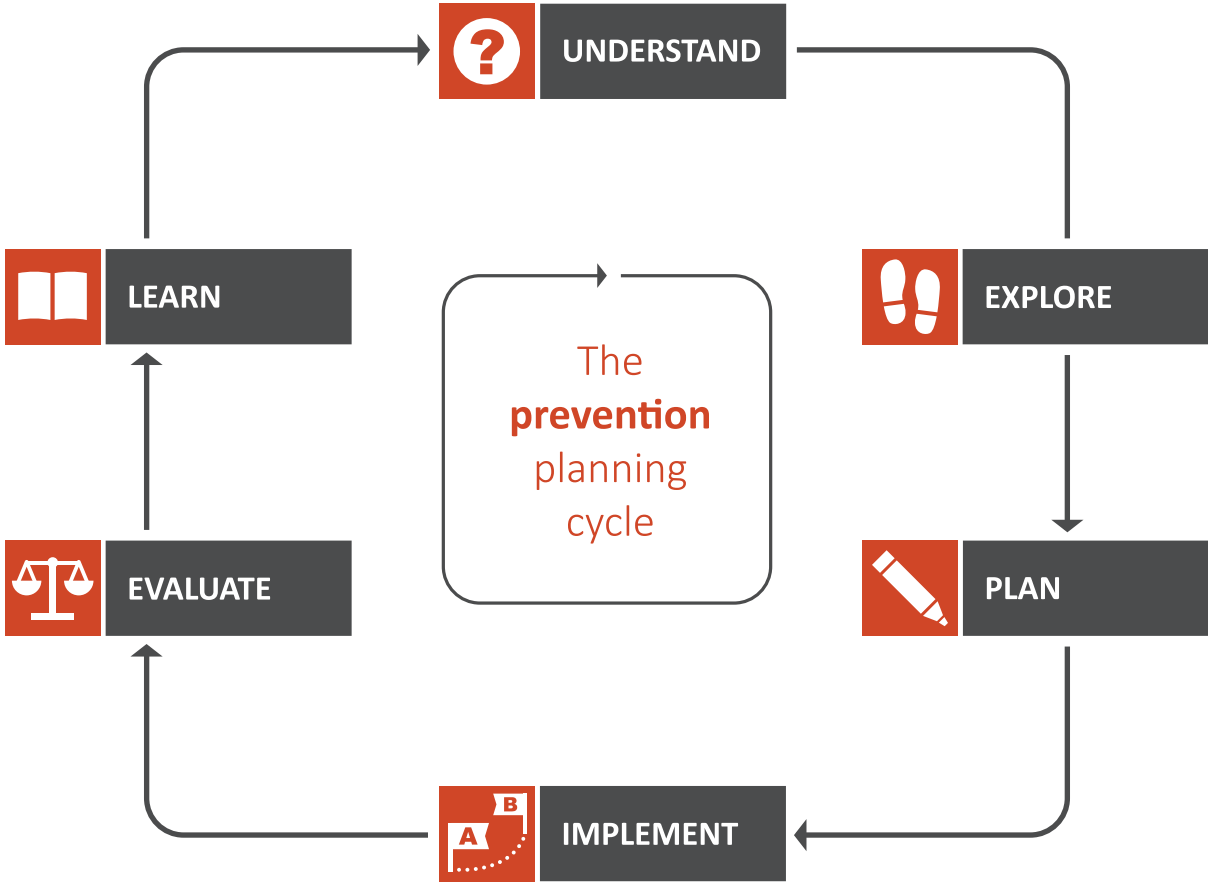


Figure 4: The prevention planning cycle



### Resources on planning prevention work

Department for International Development UK, [A practical guide on community programming on violence against women and girls](https://www.gov.uk/government/publications/how-to-note-violence-against-women-and-girls-community-programming), <https://www.gov.uk/government/publications/how-to-note-violence-against-women-and-girls-community-programming>

Our Watch, [An emerging theory of change](https://www.ourwatch.org.au/MediaLibraries/OurWatch/our-publications/Policy_Brief_2_Theory_of_Change.pdf), [https://www.ourwatch.org.au/MediaLibraries/OurWatch/our-publications/Policy\\_Brief\\_2\\_Theory\\_of\\_Change.pdf](https://www.ourwatch.org.au/MediaLibraries/OurWatch/our-publications/Policy_Brief_2_Theory_of_Change.pdf)

UN Women Pacific, [How to design projects to end violence against women and girls: A step-by-step guide to taking action](http://asiapacific.unwomen.org/en/digital-library/publications/2015/07/how-to-design-projects-to-end-violence-against-women-and-girls), <http://asiapacific.unwomen.org/en/digital-library/publications/2015/07/how-to-design-projects-to-end-violence-against-women-and-girls>

Women's Health Association of Victoria, [Action to Prevent Violence Against Women](http://www.actionpvaw.org.au), <http://www.actionpvaw.org.au>

Women's Health In the North gender equity tools, <http://www.whin.org.au/resources/gender-equity-and-analysis-1.html>



Regardless of the planning cycle or tools you use, good planning is important to ensure good outcomes.

# Stage 1. Understand



The first stage is to understand violence against women and the actions that are required to prevent it. By reading this Handbook and [Change the story](#),<sup>86</sup> you should begin to have a good understanding of the gendered nature of violence against women and what drives it.

To check that you are ready to undertake prevention work you should also be familiar with the following.

## Statistics and data

Understanding the gendered nature of violence against women and how the statistics and data support this is integral to communicating why we need to do this work. Know the origin of the statistics and data and be prepared to face resistance and be questioned about it. Ensure that the statistics and data that you rely on are reputable. Section 3 of the Handbook provides an overview of the key statistics on violence against women.

## Intersectionality

Understanding that women have different experiences of violence based on their experiences and identities is important to ensure that this work is inclusive and reaches all communities. There is information about intersectionality throughout this handbook, particularly in Section 5.

## National and local policies and plans

The policy context of prevention work is important to understand as there are many international, national, state and local plans and policies that support and provide a strong foundation and commitment for prevention work. See Section 1 for details of these across Australia.

## Identifying effective and promising practice initiatives to support your work.

There are many different types of prevention strategies that have been or are currently being undertaken which can help you plan your work. Understanding the evidence for what has been effective and where there is growing and emerging evidence is useful. Contacting networks and services that support prevention work in your local area or in other states or territories can support this. This might include women's health services, domestic and family violence services or other organisations which have a focus on gender equality and violence prevention. By exploring what else is happening in your area or setting you can avoid duplication and strengthen your work with regional actions and increase the reach of your activities.

The prevention of violence against women is an emerging area of work and knowledge and evidence continues to build. It is advisable to keep up to date with new information as you plan and implement your strategy, such as by subscribing to mailing lists from [Our Watch](#) and [ANROWS](#) as well as other reputable sources.



### Resources to support the UNDERSTAND stage

Our Watch, VicHealth and Australia's National Research Organisation for Women's Safety (ANROWS) each have extensive resource databases with research on violence against women and e-newsletters, which provide updates on prevention work and new research and resources.

[ANROWS](http://www.anrows.org.au/), <http://www.anrows.org.au/>

[Our Watch](http://www.ourwatch.org.au/), <http://www.ourwatch.org.au/>

[VicHealth](http://www.vichealth.vic.gov.au/), <http://www.vichealth.vic.gov.au/>

### Networks and newsletters

[Partners in Prevention](http://www.partnersinprevention.org.au/), a network of professionals working with early childhood centres and schools in Victoria to support good-practice respectful relationships education, <http://www.partnersinprevention.org.au/>

[Australian Women Against Violence Alliance](http://awava.org.au/), <http://awava.org.au/>

[White Ribbon Australia](https://www.whiteribbon.org.au/), <https://www.whiteribbon.org.au/>



## Stage 2. Explore



### EXPLORE

Using your knowledge and understanding of violence against women and ways to prevent it, you can begin to explore what your prevention activity will do and who you will be working with.

This stage involves three key elements:

- decide on your setting/s
- know your setting/s
- identify your stakeholders.

### Decide on your setting/s

This may be an easy step as you may already know the setting or settings you will be working in. If not, you will need to explore the potential settings you want to work in. Thinking about where people live, work, learn, socialise and play will assist you to tailor the work to the population group and the environment. Section 6 of the Handbook details the key settings for prevention and the key techniques and activities that have been used in different settings.

When exploring potential settings, think about the level of need and readiness in each. Ask yourself and others key questions including:

- are there key stakeholders and/or partners in the setting who will champion the work?
- what is the level of potential backlash and resistance you may encounter? Is it manageable?
- would there be leadership support for an initiative? The level of leadership support you have will influence the impact of your work.
- has work occurred in this setting before? What techniques have been used? What resources and evidence can we draw from?

### Know your setting

Once you have decided on a setting/s, it is useful to spend some time familiarising yourself with the setting, and getting to know key people within the setting. This can occur through a formal or informal processes. A key component of getting to know your setting is understanding what resistance there might be to the work and what 'enablers' exist. Enablers might be people, such as well-connected or trusted people, or the enablers might be structures and systems that you can tap into. Examples of these include a local prevention networks or health networks. Local councils are connected with many organisations and people in the community and are often a good place to start.

Some key steps to exploring your setting and how you might successfully implement a prevention program in that setting include:

- accessing any relevant data about violence against women and gender inequality in your setting. Is the data you are using sex disaggregated (statistics and information that is collected and analysed separately for women/girls and men/boys)? If the data is not sex disaggregated, what further data can you collect to give you a better picture of gender differences?
- consulting widely within your setting. This should include, but not be limited to, services and organisations that work to prevent violence against women in your area, with organisations relevant to your setting, with community and setting leaders, with community-based organisations and with individual community members. Ensure you have consulted in a meaningful way with women and men who may face additional discrimination

- understanding the existing strengths within the setting and consider how these strengths can be drawn upon in your prevention work. Taking an inclusive strengths-based approach in your setting/s that focuses on a community or settings strengths, capacities and assets and facilitates community engagement and is likely to increase community engagement and ownership in your work
- considering the prevention initiatives that have been implemented in your setting/s in the past. What were the outcomes and lessons learnt? Are there any established networks, partnerships, or collectives that your strategy could draw on to enhance accessibility and reach?
- identifying potential partner organisations working on violence against women, gender equality, women's empowerment and community wellbeing in your setting/s. Consider partnering with organisations who represent diverse groups in your setting/s and in particular consider marginalised groups who are often excluded from initiatives
- Undertake a gender analysis.

### What is a gender analysis?

A gender analysis is a process of considering gender and gender inequalities. A gender analysis is a vital step in understanding how gender norms, practices and structures work in your setting. It assists in identifying key groups or individuals to include in the work, identifying priority areas for actions and identifying barriers to achieving your goals. For example, if prevention work does not adequately consider gendered experiences and impacts or is not inclusive and accessible, then your work is unlikely to achieve its objectives.

The toolkit at the end of this “Explore” section provides links to organisation that have developed gender analysis tools. These tools are a useful resource to begin gender analysis work and can be adapted as needed. For example, if you are using the Women's Health In the North Gender Analysis Planning Tool with a group of stakeholders, you could reframe the questions to address the particular issue you were looking at. For example, instead of asking, ‘what are the underlying factors as to why women and men might be affected differently?’, you could ask, ‘what are the underlying reasons that only there are two women and seven men on school council?’.



#### Tip

#### **Reminder about diversity, inclusivity and accessibility across and within settings**

As noted in other sections of this Handbook, it is important that prevention work reflects the diversity of the community to be as inclusive and accessible as possible. Understanding your setting/s includes understanding the diverse population groups that are represented.

**Inclusivity** is central to a whole-of-population approach to prevention. For example, in school settings, some students will not have full access to mainstream education programs and plans should be made for the specific engagement of those groups. Tailoring prevention programs in tertiary institutions requires specific efforts to engage domestic and international students, Aboriginal and Torres Strait Islander students, and students with disabilities. In workplace settings, certain sectors are characterised by higher rates of employment of migrant women or men and efforts must be tailored to ensure prevention work is inclusive of those groups who may otherwise be overlooked.

**Accessibility** means considering who is not present or who might be excluded due to structural or other inequalities in every setting. For example, Respectful Relationships Education programs and other school-based initiatives need to take an approach that highlights and addresses multiple and intersecting forms of discrimination and disadvantage in educational contexts. Specialist educational institutions such as special schools, vocational training, disability employment services and social enterprises should also be considered as important sites for prevention work.

## Identifying stakeholders

Every prevention strategy will have different stakeholders that need to be engaged in different ways. You need to identify the key stakeholders who will influence or be impacted by your prevention strategy, remembering that every sector, institution, organisation, community and individual can play a role in preventing violence against women.

Key stakeholders can include:

- those impacted directly by your work
- your staff
- your clients, customers or members
- relevant referral and support services
- other organisations or settings that are undertaking prevention work in your community
- members of groups who are often marginalised or excluded from whole of population approaches
- community leaders
- local, state and federal government
- funding bodies.



### Tip

#### Stakeholder or partner?

The terms stakeholder and partner are often used interchangeably, but there are differences in the roles and responsibilities of each. While all partners are stakeholders and stakeholders can become partners, not all stakeholders will be or should be partners.

Stakeholders have an interest in the work and it will have an impact on them. Stakeholders can contribute ideas and opinions to the planning and implementation of the project. However, unlike partners, they do not need to be actively involved in the planning and implementation of the initiative, and their role is of less influence and is less active than partners. Partnerships are more formal, for example they often have a Terms of Reference, which clearly outlines the roles and responsibilities of each partner organisation.

Undertaking stakeholder mapping is a good opportunity to identify those stakeholders who could or should become a more formal partner in the work.

Communicating with key stakeholders is one of the most important factors to the success of your work. Effective communication will ensure your stakeholders have a strong understanding of the community context and needs, greater community support and buy-in, and mutual understanding of shared objectives. When consulting and communicating with stakeholders, give as much accurate information on your prevention work as possible to ensure there is understanding and transparency between you and your stakeholders.

Appendix 1 shows a **Stakeholder mapping matrix**. You can use this tool to help identify potential stakeholders that your strategy may need to engage with and consider the differing levels of power, engagement and interest of various stakeholders. This process is also important to identify any gatekeepers in your setting who can influence your access to participants and resources. It will also help you think about the level of participation of different stakeholders and identify those you need to involve closely in decision-making and who you may therefore want to establish a formal partnership with. This process should encourage reflective practice as you consider the relationships with and between your stakeholders. Identifying the power and gender dynamics of the relationships between your various stakeholders and in your own relationships as a practitioner will help identify the strengths, weaknesses, opportunities and threats that will influence the success of your strategy.



## Resources to support the EXPLORE stage

### Templates:

Stakeholder mapping matrix (Appendix 1)

### Resources:

Women's Health In the North, *Gender Analysis Tool*, <http://www.whin.org.au/resources/gender-equity-and-analysis-1.html>

Queensland Government, *Gender analysis toolkit*, <https://www.communities.qld.gov.au/communityservices/women/about-the-office-for-women/gender-analysis>

Australian Capital Territory Government, *Women's safety audit evaluation and checklist table*, [http://www.communityservices.act.gov.au/\\_data/assets/pdf\\_file/0007/271294/Women-Safety-Audit-Evaluation-and-Checklist-Table-Event.pdf](http://www.communityservices.act.gov.au/_data/assets/pdf_file/0007/271294/Women-Safety-Audit-Evaluation-and-Checklist-Table-Event.pdf)

Juliet Hunt, *Introduction to gender analysis concepts and steps*, [http://www.vasculitisfoundation.org/wp-content/uploads/2012/11/development\\_studies\\_network\\_intro\\_to\\_gender\\_analysis.pdf](http://www.vasculitisfoundation.org/wp-content/uploads/2012/11/development_studies_network_intro_to_gender_analysis.pdf)

Girl Hub, *Girl safety toolkit: A resource for practitioners*, <http://www.girleffect.org/media/1137/girl-safety-toolkit.pdf>

InterAction, *The gender audit handbook*, <https://www.interaction.org/sites/default/files/Gender-Audit-Handbook-2010-Copy.pdf>

METRAC Action on Violence, *Safety audits and assessments*, <http://www.metrac.org/what-we-do/safety/>

Our Watch, *Community based prevention of violence against women and their children: a toolkit for practitioners*, <https://www.ourwatch.org.au/getmedia/0ae20458-abd0-4df6-81a9-4626c98dee25/OurWatch-Community-Toolkit-2-AA.pdf.aspx>

UN Women, *Ask questions about women's safety in the city*, <http://www.endvawnow.org/en/articles/262-ask-questions-about-womens-safety-in-the-city.html?next=263> and *Guidance for scoping studies*, [http://www.endvawnow.org/uploads/browser/files/new\\_scoping\\_study\\_guidance\\_final\\_version.pdf](http://www.endvawnow.org/uploads/browser/files/new_scoping_study_guidance_final_version.pdf)

The *Action to Prevent Violence Against Women* resource provides evidence, practice examples, a resource library, key contacts and other information on preventing violence against women in Victoria. It has been developed to support communities and organisations to understand and get involved in the prevention of violence against women, and to support practitioners in the field to connect with each other, access resources and deliver best practice initiatives, <http://www.actionpvaw.org.au>

Australian Government's *Violence against women: stop it at the start campaign* campaign has a [list of national services and support organisations](https://www.respect.gov.au/services/) you may want to partner with, <https://www.respect.gov.au/services/>

## Stage 3. Plan



### PLAN

When you have a comprehensive understanding of the prevention of violence against women, have decided what setting you will be working in and have identified your key stakeholders, it is time to begin to plan your activities in detail. The planning stage includes the following key elements:

- establish partnership and governance structures
- choose your prevention techniques
- develop a program logic model
- develop an implementation plan
- plan for disclosures
- plan for evaluation
- plan for sustainability.



#### Tip

Be realistic. No single prevention initiative is going to stop violence against women by itself. When setting out your logic model and implementation plan, be realistic and strategic about what you can change, how you can change it and the time needed to make that change happen.

### Establish partnerships and governance structures

Through the stakeholder mapping tool (see also Appendix 1) you will have identified partners to collaborate with. Stakeholder mapping also assists to determine the accountability and responsibility of partners. Setting up clear governance and partnership structures for your prevention initiative is important to the effectiveness of the partnership and to your overall initiative. Effective and successful partnerships:

- have a clear purpose and structure
- are mutually beneficial to the partners
- are carefully planned and monitored under a governance structure agreed to by all partners
- build flexibility, adaptability and accountability into the relationship from the beginning.

A good way to formalise these structures is through a Terms of Reference or Memorandum of Understanding that is agreed to by all the partners. The governance arrangement should clearly set out the basic rules, expectations, and roles and responsibilities of the partnership, including processes for communication and decision-making.

This is also the time to start thinking about your evaluation. What are your partners' interests in the evaluation and what will their roles be in the evaluation? Will you need to establish a specific partnership and governance structure for your evaluation?



### **Case study: Strong partnerships and governance for prevention, Gender and Disability Workforce Development Program, Women with Disabilities Victoria**

The program run by Women with Disabilities Victoria, is designed to change culture across whole organisations. The program works with clients, staff and management to increase awareness of how to deliver gender equitable and sensitive services.

One of the main strengths of the program was the partnership and governance model that supported implementation of the program. Women with Disabilities Victoria established a number of partnerships with relevant stakeholders with a strong interest in the program's outcomes. Governance structures included a Project Advisory Group with representatives from the pilot organisations, disability peak bodies and prevention experts, which had a central role in decision making and problem-solving throughout the program. There was also a Project Implementation Group to guide on-the-ground implementation.

These partnerships and governance structures promoted the ongoing commitment and engagement of key stakeholders in the program. They also allowed partners to share resources, skills and knowledge to increase the impact of the program by supporting the delivery of the training workshops.

For more information, see the [Gender and Disability Workforce Development Program](http://www.wdv.org.au/documents/WDV%20Workforce%20Development%20Program%20on%20G%20&%20D%20Info%20Sheet%20Feb%202016.pdf), <http://www.wdv.org.au/documents/WDV%20Workforce%20Development%20Program%20on%20G%20&%20D%20Info%20Sheet%20Feb%202016.pdf>

#### **Choose your prevention techniques**

Section 6 of this Handbook outlines five proven techniques that prevention strategies can use and includes examples and case studies that use these techniques. These are:

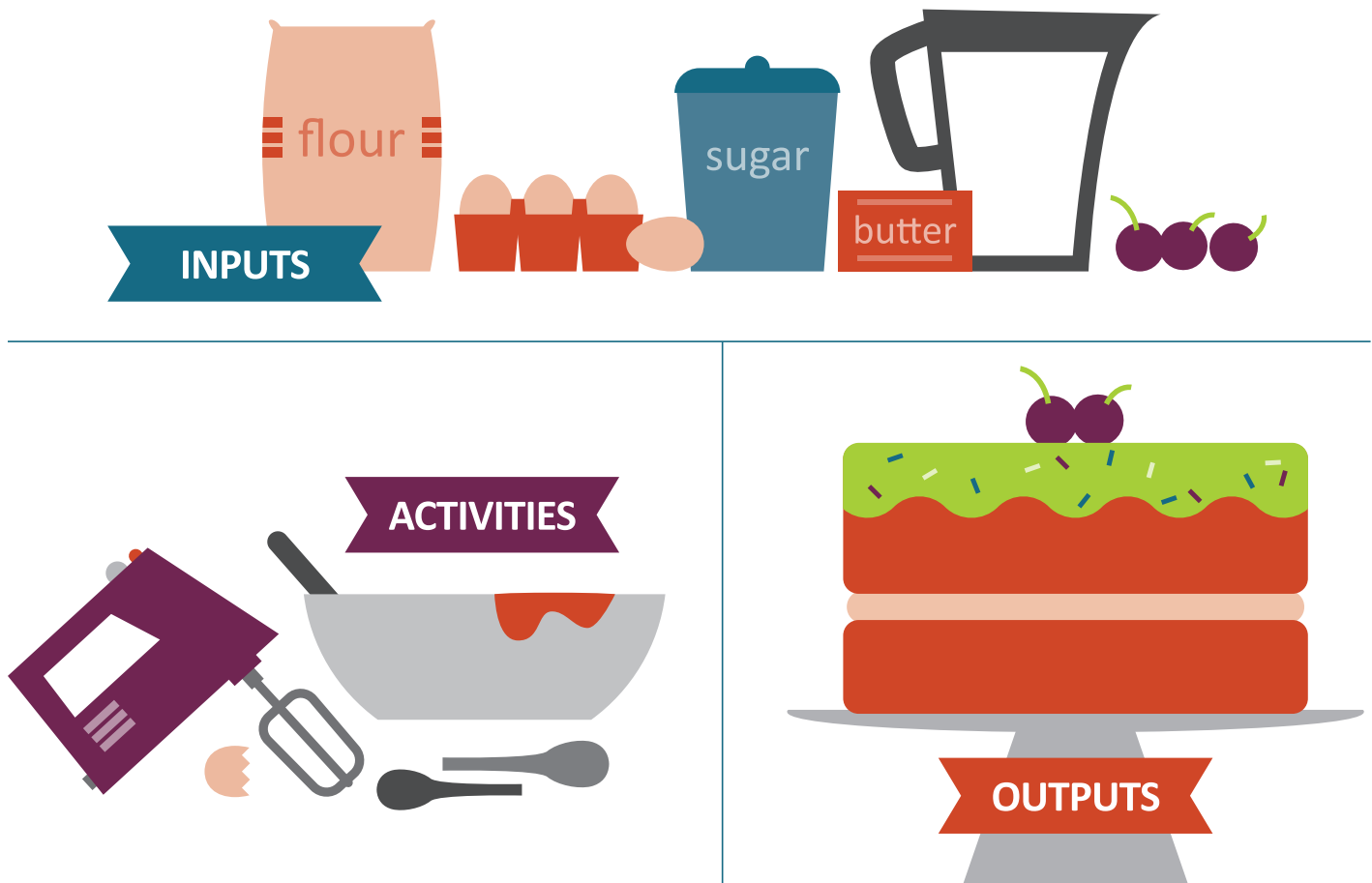
- direct participation programs
- community mobilisation and strengthening
- organisational development
- communications and social marketing
- civil society advocacy.

It is important to select the techniques that are most suitable for your setting/s and target audience to address the essential prevention actions you've identified. You also need to ensure the techniques you select are achievable with the time and resources you have available. For example, direct participation programs such as training sessions are a great tool, but they also require skilled facilitators, development of training content, time to plan and venues and locations to hold them in. Section 6 details some key considerations for each technique to support you when choosing which techniques to use in your work.

## Develop a program logic model

A program logic approach describes how your prevention strategy works: what your **inputs**, **activities** and **outputs** will be and how these will help you achieve the desired **impacts** and **outcomes** (see Figure 5 for a program logic model template).

The program logic model is a road map that identifies key steps required to achieve your intended outcomes and sets out how you will work to promote the key prevention actions in your setting/s. It is not as detailed as a project plan and should not replace it, however the logic model should inform the project plan and be reflected in the plan's more detailed steps and tasks.



There are many different ways to set out your strategy's logic model, so find one that works for the size and scope of your project and is easy to understand. This should be a flexible tool so you can revise your original plan if things do not go as you expected. Ideally you should develop a program logic model with the individual or team who will be evaluating your strategy (see Section 9 for further information on the role of a program logic model in evaluation).

Developing a logic model requires asking yourself a series of 'if, then' statements: 'if I take this action, then this outcome will happen'. Setting out your strategy's logic in this way will make it easier to evaluate. Go to Section 9 for more detail on evaluation.



Different organisations or sectors use different terminology in logic models and evaluation plans. This Handbook uses the following definitions.

**Inputs** are your strategy's resources such as funding, staffing, policies, evidence-based practice, partnerships' readiness and leadership for the work.

**Activities or strategies** are what your strategy does, such as individual skills development, organisational development, and community action and advocacy.

**Outputs** are tangible products arising from your strategy's activities such as events, training sessions, organisational policies and practices.

**Impacts** are changes sought through your strategy's activities and outputs such as an increase in the skills of training participants to stand up against sexist comments in the workplace (practice change), improvements in workplace leadership for gender equality (structural change) or an increase in public discourse questioning traditional or rigid gender roles (norm change).

### Short-term impacts

Short-term impacts are the things that the subjects of the project are expected to do immediately after their experience of the project as a direct result of their involvement. They are the immediate changes that the project is trying to make for its subjects. Short-term impacts are therefore subject focused rather than focused on the program or project. Examples include:

- practitioners developing new relationships
- students obtaining knowledge
- participants developing skills
- workplaces developing and implementing protocols and policies.

These short-term impacts are usually what get measured within the project cycle.

### Medium-term impacts

These are the changes that are assumed to take place after the achievement of the short-term impacts. They are subject-focused but may include a broader range of subjects than just those who participated in the project activities (if the project is assumed to make changes that will apply to the broader population). Medium-term outcomes expose what the project designers want to happen as a result of the project (not necessarily what will happen). Examples include:

- clients changing their behaviour (remember this will be influenced by, but not wholly attributable to, your intervention)
- staff reporting that their workplace is actively addressing gender-based discrimination
- students reporting that they experience more equal and respectful peer relationships.

The timeframe of the evaluation may determine the degree to which medium-term outcomes are measured in the evaluation as they typically require longitudinal follow-up (beyond the life of the program).

**Outcomes** are the long-term, ultimate goals of the project. They are the changes the project designers want to see in the world as a result of their project. Generally there should be no more than one or two long-term outcomes. An example is:

- the reduction in the number of incidents of violence against women and their children.

Outcomes are not solely within the control of the project; they are linked to the project by hypothesis and logic. Due to the complexity and long-term nature of societal change, outcomes are the result of the collective impact of many prevention projects. Outcome measures are included in the project logic as a way of demonstrating the link between the outputs and short-term outcomes, and the issue the project designers wanted to influence.



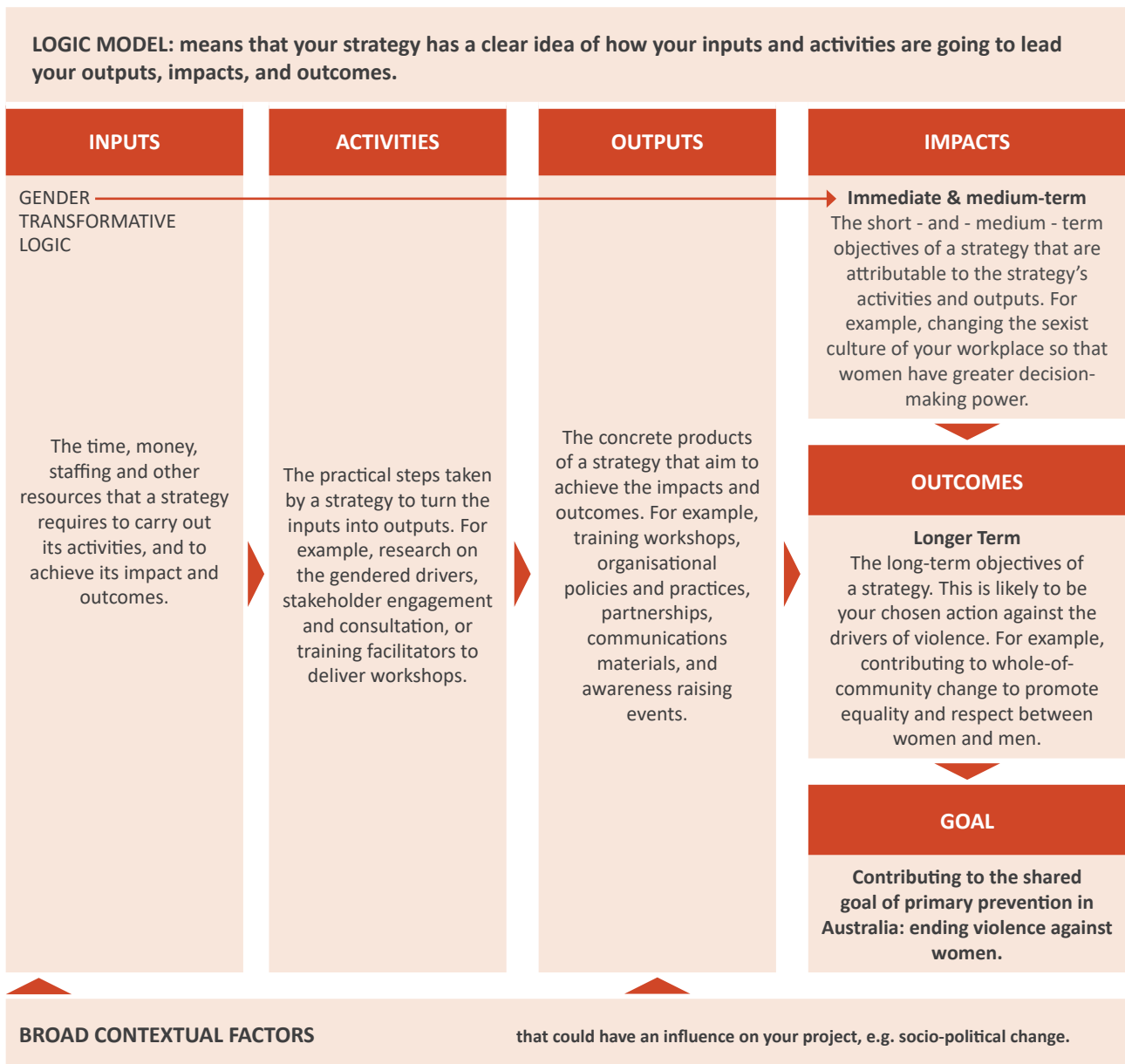


Figure 5: Developing your logic model

The tasks you conducted during the UNDERSTAND and EXPLORE stages will be useful in developing your logic model. Consider the context, community needs and readiness, and existing strengths and skills that you can draw on. The impacts you want to achieve should address the essential prevention actions that you have identified and also need to be achievable in the timeframe of your strategy.

Identify the broader contextual factors that will influence the success of your prevention strategy. These may be the assumptions or beliefs you have about the way you think an intervention will happen, or they may be external risks or influences that you cannot control. Examples include relevant government policies or legislation, increased national media coverage of violence against women or barriers to participation that are beyond your control or influence. Assess how significant these risks and influences are, how likely they are to happen and whether you can take any steps to mitigate the risks as part of your implementation plan. If there aren't any strategies you can identify to minimise or mitigate the risk, you may need to reconsider your approach.

## Develop an implementation plan

The implementation plan will be based on your logic model and translates it into an actionable plan. It sets out the inputs, activities and expected outputs in a timeframe as well as identifying resources required and who is responsible for different activities. The **Implementation Plan template** (see Appendix 2) is a tool you can use to develop your plan.



### Tip

Effectively engaging your stakeholders can take time. Make sure you allow enough time in your implementation plan to involve all key stakeholders at the relevant points of your prevention strategy, including evaluation.

Your implementation plan should answer, but not be limited to, the following questions:

- in what order will you need to implement your activities? Do you need to consider different stages of implementation for your setting/s? Ensure you allow adequate time for planning, implementing and evaluating the different components of your work (including if external facilitators are required, sufficient time to contract and brief them).
- how will you tailor your selected techniques to your target community and ensure your activities and outputs are inclusive and accessible?
- what activities will you use to support your key stakeholders remaining interested, supportive and directly involved in planning and decision making?
- do you have enough staff and have you identified who is responsible or accountable for the different activities?
- will you need to engage facilitators or trainers for your own staff to be able to implement the strategy effectively? If you need to bring in external people, ensure there is sufficient time to brief them.
- have you built in resources to ensure participation for women from diverse communities, including Aboriginal and Torres Strait Islander women, women with disabilities and women from culturally and linguistically diverse communities? This may include language interpreters including Auslan, attendant carers, transport and other adjustments.
- what requirements do you need to meet for the governance agreements of your partnerships? Have you identified what processes you will use, and when, to review these partnerships?
- who is responsible for evaluating the work? Do you have the right people with the right skills as well as the necessary time, money and other resources to do an effective evaluation? Identify the key evaluation timeframes and deliverables such as monitoring reports to funding bodies, when does data collection and data analysis need to occur, when is the final evaluation report due?
- what activities will be undertaken to support the sustainability of your work beyond its funded period and when will they occur?

## Plan for disclosures

Prevention work often involves open discussions about the nature, prevalence and impacts of violence against women. Violence against women is a daily reality and lived experience for many people. From the outset, all prevention work needs to have processes in place to respond to disclosures from victims/survivors and perpetrators who may be identified in the course of the work.

Talking about violence will have an impact on many of the people you are working or engaging with, as many, if not most, people will have friends or family who have experienced or are experiencing violence and some may be victim/survivors of violence themselves.

It is important to let an audience or participants know that potentially triggering information will be discussed and that people are welcome to leave the session at any time if they feel that they need to and that they do not need to give a reason or ask permission. Let people know in advance that you have resources at hand that you can share with after the session if someone needs it. It is also important to note that as prevention practitioners, you are not response workers and that the assistance you can provide is referral information.

Checking the content of presentations, training or other communication material with specialist response agencies is one way to ensure that it is not unnecessarily triggering. Care should also be given to consider population groups where the prevalence of violence is even higher than the population average, such as women with disabilities and Aboriginal and Torres Strait Islander women.

At any time during a prevention of violence against women program a participant or advisory group member may disclose that they are, or have been, a victim of violence. They may disclose directly or talk more generally about being afraid in their relationship or feeling trapped. They may recount experiences of being hurt in the past or express current fear and distress for themselves and concern for their children's safety. The person may or may not request assistance as part of their disclosure.

While prevention practitioners are not expected to be experts in responding to disclosures of violence and do not generally have counselling skills, they do have a role to ensure a participant's safety and to refer them to an appropriate service.

Disclosing violence is difficult for many victim/survivors, not only because it is potentially dangerous, but also because of the stigma and shame that is often reflected in community and personal responses. Personal histories, cultural and religious beliefs shape individual attitudes about family and sexual violence and about the disclosure of experiences with a violent partner or other family member. A person who discloses violence needs to feel believed, be supported compassionately and not judged. It is important to reassure them that their feelings are valid, whatever they are.

### Convey these messages:

- They are in no way responsible for the abuse or violence against them.
- They can be supported in any choices they make about what to do and they have strengths they bring to this decision-making process.
- The abuser is responsible for the abusive behaviour.

### Provide this information:

*"If you or someone you know is impacted by sexual assault, domestic or family violence, call 1800RESPECT on 1800 737 732 or visit 1800RESPECT.org.au. In an emergency, call 000. For more information about a service in your state or local area download the DAISY App in the App Store or Google Play."*



## Disclose or disclosure

**Disclose or disclosure** means that someone tells you they have experienced or perpetrated violence. This may be a woman, man or child you are working with either directly or indirectly.

You should never directly ask someone about their experience or use of violence. However, people may disclose their experience of violence to you, regardless of whether you directly ask them about it or not. All disclosures must be handled with great care and confidentiality, and anyone who discloses their experience of violence must have access to adequate support services. This is particularly important where women or children may be placed at greater risk if the perpetrator discovers that they have told someone.

All prevention work should have a clear process on how to respond to disclosures, particularly when working with children and young people. Make sure you are aware of locally available response and support services and consider including training on counselling and recognising distress for facilitators working directly with participants. Practitioners working in some settings may have a duty to report disclosures and you should check relevant regulatory or statutory requirements for your sector (which differ across Australian states and territories).

Our Watch will be producing resources to support planning for and dealing with disclosures, check [www.ourwatch.org.au](http://www.ourwatch.org.au) to see if they have been released.

Some people choose to disclose during a group discussion or session which can be distressing for other people in the room, as well as for the practitioner and the victim. It is advisable to try to contain these disclosures to minimise distress by saying something like, 'I can hear that you have had experiences that you would like to talk about. It would be best if we caught up after the session, but feel free to take some time out now if you would like'.

Some people might be disclosing for the first time and for them this can be a very distressing experience and some may have been through a long process of recovery and may not appear to be upset by their experience. Regardless of how people present, it is not advisable to engage in discussions about people's experiences of violence. Often people will approach the practitioner at the conclusion of a session, so it is advisable to always have referral information handy and, if possible, have enough time to respond appropriately and respectfully.

It is also important to have a comprehensive list of the violence response services and resources in the local community readily available. Many communities have existing support service directories and it is good to have these available during and after the program. There may be services that have experience in working with the specific community group attending the program, however some women prefer not to be involved with a specialist service, particularly women from very small communities who fear that their information may not be kept confidential. Remember, the safety of women and children is paramount.

Not all disclosures will be immediate (i.e. made during the session) or made to the practitioner directly, so making sure that the workplace or setting you are working in is equipped to respond appropriately is also good practice. This involves checking with the workplace to make sure they have policies, procedures and adequate training to provide an appropriate response. Make sure that key staff members, including reception staff, know the contact details of the workplace Employee Assistance Program as well as local family violence and sexual assault services.

### **Robust response systems are the foundation for prevention work.**

Systems and services for responding to violence provide the foundation for primary prevention by establishing perpetrator accountability, protecting women and their children from further violence, and sending a message that violence is unacceptable.

While primary prevention does not focus on current occurrences of violence, it can still lead to increased demand on response services. By increasing awareness and understanding about violence against women, more people are able to identify violence and abuse, including women seeking support for violence in their own lives. This can result in increased levels of violence being reported to police and response services. In the long term this should decrease as violent behaviours and attitudes are transformed.

It is also possible that a participant discloses his current or prior perpetration of violence. This can also be distressing and possibly confronting for others who are present and should be managed in a firm but respectful manner. Again, suggesting that discussion topic be parked until after the session is advisable and, again, it is important to have appropriate number for men to call to discuss their use of violence. The men's referral service has a national telephone counselling line that can be accessed via their website.<sup>91</sup>



### **Resources to support responding to disclosures**

The Australian Department of Social Services maintains a [list of related agencies and sites for women's safety](https://www.dss.gov.au/our-responsibilities/women/related-agencies-sites), <https://www.dss.gov.au/our-responsibilities/women/related-agencies-sites>

World Health Organization,

[Putting women first: Ethical and safety recommendations for research on domestic violence against women](http://apps.who.int/iris/bitstream/10665/65893/1/WHO_FCH_GWH_01.1.pdf), [http://apps.who.int/iris/bitstream/10665/65893/1/WHO\\_FCH\\_GWH\\_01.1.pdf](http://apps.who.int/iris/bitstream/10665/65893/1/WHO_FCH_GWH_01.1.pdf), and [Researching violence against women: A practical guide for researchers and activists](http://apps.who.int/iris/bitstream/10665/42966/1/9241546476_eng.pdf), [http://apps.who.int/iris/bitstream/10665/42966/1/9241546476\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/42966/1/9241546476_eng.pdf)

A list of national services can be found on the [1800 RESPECT](https://www.1800respect.org.au/service-support/) website, <https://www.1800respect.org.au/service-support/>. 1800 RESPECT is the national sexual assault and family violence counselling service. They also have a large amount of information on how to talk to family and friends who have experienced violence. This may also be useful for practitioners to read.

No to Violence is a peak body for Men's Behaviour change practitioners and has many articles on working with men who may be using controlling or violent behaviours with family members, <http://www.ntvmrs.org.au/>

## Plan for evaluation

You should plan for evaluation from the beginning of your strategy. Your evaluation plan should set out what you are measuring, the methods you will use, when you will do your evaluation, who is responsible and what resources will be needed. Section 9 provides step-by-step detail about evaluation planning and principles.

An evaluation plan needs to be developed before any implementation begins, including processes for the collection of baseline data, so that throughout your prevention strategy you have a clear idea of your goals. You should also include a communication or dissemination plan within your evaluation plan, so that you can share the findings of your evaluation with your key stakeholders and with other practitioners. This will support the transparency and accountability of your work, and contribute to the growing evidence base on prevention in Australia.

## Plan for sustainability

For prevention work to have an impact it must be part of a sustained effort over a long period of time. The size, reach, scope and level of influence of your initiative will affect to what extent you can plan for sustainability and the level of impact you can have. For example, a government department funding a suite of three-year prevention activities across the country will have different sustainability options to consider in comparison to a 12-month leadership program for young women in a small rural town. However, both of these still need to consider how their work contributes to the larger sustainability of prevention work within its sphere of influence.

All prevention work can contribute to building the knowledge, skill and commitment of the organisations, communities, individuals and systems that are needed to prevent violence against women over a sustained period of time.

When planning for sustainability of prevention work it is good to consider the following strategies:

- work with leaders/decision makers to ensure that prevention work is valued, understood and prioritised by your community or workplace leaders who make decisions about resourcing and planning.
- embed the initiative into existing systems and structures rather than have the program sit outside of existing work. This helps to ensure that prevention work continues after the particular project is finished.
- allocate sufficient funds to evaluate the program and share knowledge and outcomes of your prevention work. This will give you the evidence needed to advocate for future prevention programs. Often the outcomes of prevention work are not clearly measurable in terms of numbers. It is then important to keep records of quotes/emails or other qualitative data that supports your work. It is good to have these statements from those directly impacted, such as girls in a leadership program as well as leaders who have seen the difference your work makes, such as their teachers or sports club committee members.
- look for opportunities to apply for additional funding beyond the program period and from organisations or funding bodies that might not have previously considered prevention work. As prevention is a relatively new area, 'primary prevention' might not be listed as a criterion in funding guidelines. Prevention work, however, often sits well alongside other programs or can be framed in your grant to suit the funders' requirements. For example, funding for increasing women and girls leadership in sport might be available, but not promoted as prevention.
- make sure that your prevention work is visible and measurable and the findings and knowledge of your work are communicated to a broad audience. This will ensure your work is accountable to the decision-makers and funding bodies.
- align your work with national, state and local prevention and gender equality plans to ensure the work is integrated into the broader prevention agenda. Action undertaken in isolation will have less impact than work that is integrated and aligned.
- develop a prevention workforce through sharing skills and knowledge and training of new and potential workers and partners.



### Resources to support the PLAN stage

VicHealth, *Partnerships analysis tool*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/the-partnerships-analysis-tool> and *Evaluation stakeholders worksheet*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/a-concise-guide-to-evaluating-primary-prevention-projects>

VicHealth, *Evaluating Victorian projects for the primary prevention of violence against women: A concise guide*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/a-concise-guide-to-evaluating-primary-prevention-projects>

Washington University in St Louis, *Program sustainability assessment tool*, <https://sustaintool.org/>

Department for International Development UK, *Shifting social norms to tackle violence against women and girls*, <https://www.gov.uk/government/publications/shifting-social-norms-to-tackle-violence-against-women-and-girls>

Our Watch, *Framework foundations 1: A review of the evidence on correlates of violence against women and what works to prevent it*, <https://www.ourwatch.org.au/getmedia/d53470da-fe17-4af1-baca-bedfd7f9b235/Change-the-story-framework-foundations-1-updated.pdf.aspx>

Department of Health (Victoria), *Tip sheet: Writing measurable objectives*, <http://www.health.vic.gov.au/regions/southern/downloads/Tip-sheet-writing-measurable-objectives.pdf>

What Works to Prevent Violence, <http://www.whatworks.co.za/>

W.K. Kellogg Foundation, *Logic model development guide*, [wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide](http://wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide)



All prevention work can contribute to building the knowledge, skill and commitment of the organisations, communities, individuals and systems that are needed to prevent violence against women over a sustained period of time.

## Stage 4. Implement



Now that your strategy has a clear, researched and considered approach, it's time to put that strategy into action.

Key issues to think about throughout the implementation of your prevention strategy are:

- evaluation and continuous improvement
- partnerships and stakeholders
- participatory approach.

Throughout the implementation of your strategy, you should refer back to your logic model and your implementation plan, and be realistic about timeframes for implementation.

### Evaluation and continuous improvement

- Keep the key principle and approaches for effective prevention practice, detailed in Section 5 of this Handbook, at the forefront of your mind throughout implementation.
- Are you collecting the data you need to evaluate your work?
- Reflect and evaluate throughout implementation. Are things going as you had expected? Do you need to revise your implementation plan to make more time for some activities?
- Remember that things might not go as you expected or planned. Ask yourself, how is the strategy progressing? Is it following the expected pattern of change? Do you need to make any adjustments? You may want to keep a journal or log of how the strategy is going.

### Partnerships and stakeholders

- Monitor how partnerships and relationships with partners and other stakeholders are progressing. Are they working well? Does everyone have the information they need? Are there referral arrangements you established for response and support if participants disclose violence? Are they working?
- How are you going to get people to participate and engage with your strategy? What steps did you identify during planning? What are the practical logistics of making this happen?

### Take a participatory approach

- Who is responsible for implementing the strategy? Do you need to provide any further training for your staff or program facilitators? This may include training related to cultural competency, inclusive and accessible practice with people with disabilities including those with communication disorder, and awareness of transphobia and homophobia.
- You might want to promote and host an event where the prevention strategy is publicised and the key messages are presented. This can be a good way to engage with the wider community (see Section 8 for further information on holding a prevention event).
- Include the voices of participants in your reflection and evaluation by continuing your engagement and consultation with them. Ask them how they feel about the strategy. Is there anything they want to do differently or that they think is not working?



### Resources to support the IMPLEMENT stage

Our Watch [prevention workforce development](http://www.ourwatch.org.au/Preventing-Violence/Professionals/Violence-Against-Women-Sector), <http://www.ourwatch.org.au/Preventing-Violence/Professionals/Violence-Against-Women-Sector>

Centers for Disease Control and Prevention, [Training professionals in the primary prevention of sexual and intimate partner violence](https://stacks.cdc.gov/view/cdc/5760), <https://stacks.cdc.gov/view/cdc/5760>

VicHealth runs a number of [training courses for the prevention workforce](https://www.vichealth.vic.gov.au/courses-and-events/vichealth-short-courses), <https://www.vichealth.vic.gov.au/courses-and-events/vichealth-short-courses>



## Stage 5. Evaluate



### EVALUATE

Evaluation is crucial for effective and sustainable prevention work to learn about what works and what doesn't work, and to examine and prevent unintended consequences. Evaluation provides solid information to share with others and to help build a prevention sector.

The key elements and steps to evaluating prevention activities are detailed in Section 9.

## Stage 6. Learn



### LEARN

This stage includes two key elements:

- learning through reflection
- sharing what you have learnt.

### Learning through reflection

Throughout the planning and implementation of a strategy it is important to reflect on what you have learnt and use that to revise and reshape the strategy where necessary. This is known as an 'action learning' approach. Action learning uses critical reflection to affirm positives as well as identifying areas for development or change.

Questions to ask yourself as part of critical reflection include:

- what do we now know about prevention work in our setting or community that we didn't know before?
- what has been confirmed about prevention work in our setting or community that others also experienced?
- what worked or did not work?
- were there any negative outcomes?
- what were the unintended impacts – positive and negative?
- what could be improved?
- what would we do differently or the same?
- what lessons do we want to share with other practitioners about the work?

Keeping a journal or diary can be a useful tool to encourage reflection and learning as your strategy is planned and implemented. Creating or joining a community of practice/learning network is also a way to participate in reflective practice. Building discreet activities to prompt reflection about your work into your action plans can also be useful.



## Communities of Practice as a tool for reflective practice

It is important to reflect on your practice as an individual, but there are also benefits to using reflective practice as a group, such as through a community of practice. This can be an opportunity for people undertaking similar work to share experiences and to reflect and improve prevention practice.

Participants can benefit from sharing knowledge, experience, new evidence and resources with others working on the same issue in different settings or locations.

Communities of Practice are relatively new in the prevention area. Evaluation reports from two Communities of Practice associated with recent prevention programs, which include recommendation for good practice, can be found on the [Victorian Government website](#)<sup>87</sup> and the [Our Watch website](#).<sup>88</sup> The highlights and insights from advanced practitioners who attended [VicHealth's Community of Practice Forums](#)<sup>89</sup> may assist in your own reflection process. A [Canadian National Community of Practice Toolkit](#)<sup>90</sup> also features a number of helpful resources.

If there aren't opportunities to join or establish practitioner networks or a community of practice in your area or setting, you can also invite feedback from colleagues and the community you are working with about the work and your practice.

## Sharing your learning

Sharing information and learning with others is central to building effective prevention work across Australia. As you collect information on your strategy through your evaluation as well as through your practice experiences, think about the best way to share this information with other practitioners and your key stakeholders. Communicating the outcomes from your work is important for transparency and accountability. Your stakeholders have been involved in decision-making and participation throughout your strategy, so it is important for them to understand what impact the work has had.

Incorporating feedback loops – where stakeholders receive regular updates on the progress of the strategy, alerting them to any emerging issues that need adjusting to ensure the work stays on track – into the design of your strategy and your evaluation plan will support ongoing reflection from your stakeholders and facilitators, and make sure that important lessons become part of future strategies. This learning and reflecting is also important for the potential future scale-up or expansion of your strategy, as well as for other initiatives. Think about what steps you would need to take to successfully implement this strategy again, either in the same context or in different settings.



## Resources to support the LEARN stage

Domestic Violence Resource Centre Victoria, [Reflective practice](http://www.dvrcv.org.au/help-advice/service-providers/family-violence-practitioners/reflective-practice), <http://www.dvrcv.org.au/help-advice/service-providers/family-violence-practitioners/reflective-practice>

Jan Breckenridge and Jen Hamer, [Traversing the maze of 'evidence' and 'best practice' in domestic and family violence service provision in Australia](http://anrows.org.au/sites/default/files/page-attachments/IssuesPaper26-May2014.pdf), <http://anrows.org.au/sites/default/files/page-attachments/IssuesPaper26-May2014.pdf>

Multicultural Health Network, [A 'critical' reflection framework](http://www.education.vic.gov.au/Documents/childhood/professionals/support/reffram.pdf), <http://www.education.vic.gov.au/Documents/childhood/professionals/support/reffram.pdf>

Different practitioner sectors have their own communities of practice that can offer support, training and resources for those working in prevention. Check through your local women's health service or through Our Watch, <http://www.ourwatch.org.au/>

# 8

## **Section 8: Developing a media and communications plan**

## In this section you will find:

- the key elements of an effective communications plan and how to get started
- key tips for developing your key messages and deciding which communications methods to use
- advice on preparing for and responding to backlash.

Communication is the way to spread the word about your work and connect with others to help build momentum. A media and communications plan will help you to prepare effective and consistent key messages about your work and the prevention of violence against women, target them to the most relevant people and ensure that you use the most appropriate channel to deliver your message. A plan is useful, regardless of whether communications form a small part of your project or are the main activity that you are undertaking.

How you implement your prevention work is likely to change over time and involve lots of different groups of people at each stage. A communications plan to support this program should be dynamic and participatory. See Appendix 4 for a communications plan template.

## Objectives – What are you trying to achieve? Be clear and strategic.

At the start of planning, outline your key communications objectives (no more than five). What are you trying to achieve? They should be short, easy to understand, achievable and measurable.

These objectives should guide all subsequent planning and implementation. Having clear objectives will ensure that time and resources are well directed.

Examples of possible objectives:

- Generate 100 successful enrolments in the new gender equity training program for workplaces.
- Let 200 relevant stakeholders know that the new gender equality resource is ready.
- Produce two articles for the website and achieve 500 page views.

## Target audiences – Select your audience carefully. Tailor your approach.

It is tempting to try to reach everyone when promoting a new piece of work but this may not be realistic from a time, resources or media interest point of view. Select a primary target audience and be sensitive to their needs, interests and habits. This target audience should be aligned with the key stakeholders you have already identified for your prevention work (see Section 7 and Appendix 1 for further information to support you to identify these key stakeholders). From there you can start to map out how you will communicate your key messages to relevant groups. Please note, not all objectives have to relate to all groups.

Examples of possible target audiences are:

- staff and leaders in your own organisation or in partner organisations
- staff in your key settings or participating in program activities (for example, workplaces, schools, broader community)
- prevention of violence against women stakeholders and practitioners
- researchers and academics in gender and violence against women.

## Key messages – What are you trying to say?

Draft up to 10 phrases based on your key objectives. Spell out what needs to be said to each target audience. Key messages need to be clear, brief, appropriate and easily understood by each target audience. Write out the key facts or concepts that will help achieve your objectives.

Examples of possible key messages:

- Violence against women and their children is a complex social problem, but one that can be prevented.
- While there is no single cause of violence against women, current evidence tells us that it is more likely to occur where gender inequality is ingrained in social, cultural and organisational structures and practices.
- Workplaces have great influence over people's lives and communities, and have an opportunity to help drive the cultural change needed to prevent violence against women and their children.
- Everyone has a role in preventing violence against women by challenging gender stereotypes and calling out sexism.
- We can all start by challenging the attitudes that make violence against women more likely to happen.

## Methods – how-tos and tips.

A media and communications plan can have many different elements depending on the objectives, target audience, time, resources and budget. The below covers some of the most widely used communications methods. Please note, you may not need to do all of these things to implement a successful communications plan.



## Media releases

A media release is a good way to notify journalists about your work. The aim of a media release is that a journalist will pick up the story and write an article about it. Before you write a media release make sure there is something newsworthy about it. Are you announcing something new? Will there be public interest in it? Here are tips for writing and publishing a media release:

- A media release should be no more than one page in length.
- Write a descriptive and engaging title, for example 'Nine in 10 Australian girls not treated equally to boys: survey reveals sexism still rife', not 'New research on views of young people'.
- Put the most important information at the start of the media release and include supporting facts and information below this.
- Include engaging quotes from key people for journalists to use. If these people are available for further interviews, include this information and liaise with the journalist to arrange it.
- Include your contact name and number if a journalist wants to follow up for more information. Be prepared to take their calls.
- Encourage best practice reporting on violence against women by including the following information at the end of your media release: “\*If you cover this story, or any story regarding violence against women and children, please include the following tagline: “If you or someone you know is impacted by sexual assault, domestic or family violence, call 1800RESPECT on 1800 737 732 or visit <https://www.1800respect.org.au/>. In an emergency, call 000. For more information about a service in your state or local area download the DAISY App in the App Store or Google Play”.”
- To publish a media release and to ensure it goes to relevant journalists, it is worth considering purchasing media intelligence and monitoring software. These products give you the ability to search for relevant journalists to contact and also media monitoring to help analyse your media engagement by mentions, reach and its estimated value. Without this software you will need to create your own media distribution list and send the media release via email.
- Always remember that you cannot control what a journalist/editor decides to say about your work. Do your research and approach journalists who are interested in your area of work and have written about it in the past.

## Social media

Social media refers to platforms like Facebook, Twitter, YouTube, Instagram and LinkedIn that let users create and share content and participate in an online dialogue with anyone else on the platform. Social media can be a great way to communicate with people interested in your cause. It is fast, easy to use and can help build lots of interest and momentum.

Doing social media well requires a strategy. Before you do any social media activity, make sure that it serves your overarching objectives. What key messages are you trying to communicate? Are you using the right key messages for each of your target audiences? Are your target audiences on social media? Each platform has a unique style, language and etiquette. To make your content ring true for the platform, you should research the differences between platforms and conform to their protocols. For example, Twitter is a fast-paced news-based platform so posts should be short, topical, informative and witty.

Here are some tips for doing social media:

- Even though an individual will be posting on social media and responding to comments, remember that you are representing an organisation or workplace. The ‘voice’ of the organisation’s social media page should be consistent, professional and comply with the platform’s terms of use.
- Social media is a two-way street. If you post something on social media, people are likely to respond. Be prepared to read their comments and reply if necessary.
- Read comments and responses carefully. Respond in an empathetic and respectful manner.

- Because violence against women is so prevalent in the community, many people on social media will have experienced it. Be sensitive to this and include a ‘trigger warning’ on any posts that people may find distressing.
- Talking about violence against women on social media can sometimes result in women disclosing violence on your organisation’s social media page. It is important to be prepared for this and to prioritise the safety of the person posting, yourself and others exposed to the exchange. Do not offer counselling or advice if you are not qualified to do so. Instead, refer the person to appropriate services like <https://www.1800respect.org.au/>. Remove posts that identify people or situations and explain to the person why you are doing this. Consider taking the conversation off the main page and to private messages (see Section 5 for more information about responding to face to face disclosures of violence).
- Posting content that promotes gender equality is likely to result in some backlash from the general public. Prepare for this backlash by drafting appropriate messages in advance. Please see the section on ‘Dealing with backlash’ for more information below.
- Many social media platforms offer sponsored posts as a way to increase engagement. Consider allocating some budget to ‘boost’ posts so they perform better and target the most relevant audience.

Preventing violence against women and using social media is a big topic. This handbook only touches on some of the issues that you should consider when preparing and implementing social media as part of a communications plan. If you are interested in more information, please read [Our Watch’s approach to preventing violence against women and social media: Navigating moderation and community management](https://www.ourwatch.org.au/social-media), <https://www.ourwatch.org.au/social-media>.

## E-newsletters

An e-newsletter is usually called an electronic direct mail or eDM. The upside is it is a quick and easy way to communicate with a large group of people. The downside is that most people get many eDMs and cutting through this noise can be difficult.

Here are some tips for producing a good eDM:

- Write a descriptive and engaging email subject line to encourage more people to open it. For example use “End violence against women with new workplaces training course”, not “Our Watch newsletter”.
- Keep the copy concise and favour short, sharp sentences rather than long blocks of unbroken text. Many people scan rather than read emails so make sure they will see all the different topics covered by breaking up the text.
- Some email platforms block images so make sure the content in your eDM can be understood if the images do not load properly. Avoid putting messages in images. Only use plain text for copy.
- Use engaging images but keep the file size small so the email doesn’t take too long to load.
- Email spam filters will block eDMs that contain certain words so avoid using sales jargon. For example, try to avoid words like ‘winner’, ‘free’, ‘urgent’, ‘please read’ etc.
- In Australia, there are strict rules about sending eDMs. The *Spam Act 2003* states that for all commercial electronic messages sent by a business or organisation, meeting the consent requirement is mandatory. There are two types of consent — express and inferred. Before you send an eDM, familiarise yourself with the [Spam Act 2003](http://www.acma.gov.au/Industry/Marketers/Anti-Spam/Ensuring-you-dont-spam/key-elements-of-the-spam-act-ensuring-you-dont-spam-i-acma), <http://www.acma.gov.au/Industry/Marketers/Anti-Spam/Ensuring-you-dont-spam/key-elements-of-the-spam-act-ensuring-you-dont-spam-i-acma>. Please note that you cannot send an unsolicited eDM to gain consent.

## Events

Having an event can be a good way to engage with a very targeted audience and to celebrate an important achievement. However, events are generally expensive, time-consuming to organise and there are no guarantees that people will attend and it may not achieve your intended purpose. Here are some tips for producing a successful event:

- Be clear about your purpose and audience for the event – is the aim to raise awareness, advocate or gain support for your program or further work?
  - » Consider linking the event to broader campaigns to prevent violence against women, such as the 16 Days of Activism Against Gender Based Violence Campaign (see Section 6 for more information on this international campaign).
  - » Carefully consider who you will invite to speak at your event and include women as speakers, leaders and/or experts. Work towards shifting gender inequality by elevating women’s voices and experiences.
- Ensure your event communicates your key messages. This also includes briefing speakers about your key messages to ensure their messages are consistent and coordinated.
- Ensure that family violence and sexual assault support service information, such as <https://www.1800respect.org.au/>, is available. This information could be included in flyers, slides, speech notes, emails or in bathrooms at the event.
- Confirm budget and resources before you start planning an event.
- Invite guests early and follow up with reminders as the date approaches. If RSVPs are low, consider calling key guests personally to encourage them to attend.
- Make sure the venue and presentation are accessible with disabled access, enough space for people who use wheelchairs, chairs for people who may prefer to sit, disabled toilets and an inclusive presentation style.
- Evaluating the success of an event doesn’t have to be an intensive task and could include the following:
  - » notes taken by a dedicated note taker
  - » recording the number of attendees
  - » verbal feedback from participants
  - » a simple process for participants to vote on how relevant, interesting or enjoyable they found the event.
- Debrief with those involved in planning and delivering the event on elements such as what stood out, what worked well and what could be improved next time.
- Nurture the relationship with attendees by asking them to sign up for more information and follow up after the event with an EDM.



# Accessibility, diversity and communications

Accessibility refers to the design of products, devices, services or environments for people who experience disabilities. Making your communications inclusive and accessible should be a key priority when implementing your prevention work. Your goal is to ensure that everyone, including people with a disability, can access content in a meaningful way.

Accessibility and diversity should be built into a communications plan from the start to ensure that you produce your best work and that it reaches the largest audience. Consider the needs of everyone when creating all communications components, represent the diversity of Australian society and always strive to tell your story in the simplest way possible.

There are many ways to make your communications plan more accessible and diverse, here are some dos and don'ts to help you get started.

## Do:

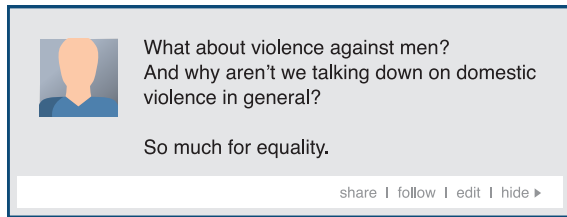
- be inclusive and respectful – select imagery and graphics that represent diversity in age, ability, culture, ethnicity, gender and Aboriginal and Torres Strait Islander status. For example, include images of people who use wheelchairs or assistive technology (see Section 5 for more information on ensuring your work is inclusive and accessible)
- make your content easy to read and understand for people who wear glasses or have a vision impairment by using larger font size or better colour contrast
- if you are hosting an event, ensure the venue has good disabled access, including access to toilets and emergency exits. Do you require an AUSLAN interpreter for speeches and presentations?
- if you are producing a video, [prepare a version with captions, https://mediaaccess.org.au/about/what-is-captioning](https://mediaaccess.org.au/about/what-is-captioning) for hearing-impaired users and an [“audio-description” version, https://mediaaccess.org.au/about/what-is-media-access/what-is-audio-description](https://mediaaccess.org.au/about/what-is-media-access/what-is-audio-description) for vision-impaired users.

## Don't:

- use gender stereotypes, for example don't always use images of women caring for babies and men wearing business suits
- use stereotypes about violence against women, for example don't always use images of women with bruised faces. Violence against women can take many forms including some that are not visible such as psychological or financial abuse.

# Dealing with backlash

Example of backlash on a Facebook post:



Challenging the culture, behaviours and attitudes that lead to violence against women will result in some backlash. Backlash, or resistance to personal and social change, is a normal and expected part of the change process. Being prepared for this is an important part of a communications plan for implementing your prevention work. Develop your own messaging to address backlash before you implement your communications plan.

One of the most common ways to experience backlash is on social media. For example, you may post something on Facebook regarding the prevention of violence against women and find that someone responds in a hostile way asking about violence against men.

Preparing for this potential criticism could involve a number of different elements including:

- producing a social media response register with draft messages that can be used when you start posting content
- producing a more detailed explanation of the differences between men and women's experiences of violence on a web page and directing people to this link if they require more information (see Section 2 for information on the prevalence of violence against women and men in Australia).

Here is a potential Facebook response to the 'what about men?' question taken from [Our Watch's approach to preventing violence against women and social media: Navigating moderation and community management](https://www.ourwatch.org.au/social-media), <https://www.ourwatch.org.au/social-media>.

'We definitely agree that all violence is wrong, regardless of the sex of the victim or perpetrator. But there are distinct patterns in the perpetration and impact of violence that point to gender being a key factor. The overwhelming majority of acts of domestic violence and sexual assault are perpetrated by men against women and this violence is likely to have more severe impacts on female than male victims. This doesn't negate the experiences of male victims. But it does point to the need for an approach that looks honestly at what the research is telling us and addresses the gendered dynamics of violence - this is what Our Watch seeks to do. Thanks for joining the conversation. Here is some more information: <https://www.ourwatch.org.au/Understanding-Violence/Facts-and-figures>.'

Here is the more detailed explanation of how men and women experience violence differently taken from the Our Watch [Facts and figures](https://www.ourwatch.org.au/Understanding-Violence/Facts-and-figures), <https://www.ourwatch.org.au/Understanding-Violence/Facts-and-figures> page of the website:

'What about violence against men? All violence is wrong, regardless of the sex of the victim or perpetrator. But there are distinct gendered patterns in the perpetration and impact of violence. For example, both women and men are more likely to experience violence at the hands of men, with around 95% of all victims of violence in Australia reporting a male perpetrator.<sup>1</sup>

While men are more likely to experience violence by other men in public places, women are more likely to experience violence from men they know, often in the home.<sup>2</sup>

The overwhelming majority of acts of domestic violence and sexual assault are perpetrated by men against women and this violence is likely to have more severe impacts on female than male victims.<sup>3</sup>

Recognising the gendered patterns of violence doesn't negate the experiences of male victims. But it does point to the need for an approach that looks honestly at what the research is telling us, and addresses the gendered dynamics of violence – this is what Our Watch seeks to do.'

You can read more about backlash in [Change the story](#).

<sup>1</sup> In 2012, 17% of all women and 5% of men had experienced violence by a partner since the age of 15. Australian Bureau of Statistics (2013), Australian Bureau of Statistics (2013) Personal Safety, Australia 2012, Cat. No. 4906.0, Australian Bureau of Statistics (ABS), Canberra. <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4906.0>

<sup>2</sup> Ibid.

<sup>3</sup> Around 95% of all victims of violence (both male and female) reported experiencing acts of violence – physical or sexual assault, or threats – from a male perpetrator. ABS, (2013), see note 4. Survey extrapolated to population figures on the basis of 3.8% of all women surveyed reporting having experienced physical or sexual violence from a non-partner in the past 12 months (and approximately 9 million women over the age of 18 in Australia).

# Issues management and risk assessment – why prepare for the worst?

As part of a communications plan it is sensible to prepare for issues that may interfere with achieving your objectives.

Before you launch your program, brainstorm potential unfavourable outcomes and plan for how to address them. This will help with decision-making and responding to a difficult situation in an appropriate manner.

To begin, anticipate negative issues that could arise and assess them based on likelihood and the impact on the project or organisation. From there, devise appropriate solutions and assign it to a person or team to implement.

Examples of possible issues management:

Issue	Likelihood	Impact	Solution	Person or team responsible for implementing
No mainstream media coverage	High	Medium	<ul style="list-style-type: none"> <li>Send an e-newsletter to relevant stakeholders announcing the new program.</li> <li>Post an announcement on the organisation’s Facebook and Twitter pages.</li> <li>Prepare an email for staff to personalise and circulate among their professional networks.</li> <li>Approach smaller publications/channels like relevant industry e-newsletters, websites and social media pages asking them to share your announcement.</li> </ul>	Project lead

## Further considerations when making a communications plan

Developing and implementing a communications plan can contribute to the overall success of a program but it requires time and resources. Take the following points into account as you prepare your communications plan:

- **Budget** – how much can you spend producing each component of your communications plan? Communications services like graphic design, printing and venue-hire are expensive. Account for costs before committing to delivering each communications component. It is also important to consider staffing and resourcing. Copyediting, proofreading and sourcing imagery can be time-consuming. Ensure that the final result will be worth the effort required to produce it.
- **Timeline** – how much time do you have to prepare and implement your communications plan? Take into account the time needed to consult with relevant stakeholders, working groups etc. and factor this into your final deadlines.
- **Evaluation** – how do you plan to measure the success of your communications plan? There are many ways to do this depending on the methods chosen to deliver your key messages. For example most digital platforms like websites, social media and e-newsletters have tracking available to see how many people interact with your messages. Allocate some time to collect and interpret this data to help you refine your next communications plan.
- **Accountability** – who will be responsible for your communications plan? Ensure that staff members know who is responsible for each component and nominate a senior staff member to oversee the entire project.
- A communication strategy should be a living document and revised at least annually. Regularly review your key messages and target audiences throughout the life of your program. This allows you to revise key messages based on your evaluation, feedback from target audiences and respond to any changes in the program context or in the broader social, environmental and political context.

# 9

## **Section 9: Evaluating your work and building the evidence for prevention**

## In this section you will find:

- an overview of evaluation and key principles in evaluating prevention activities
- steps to:
  - » identify the purpose and users of your evaluation
  - » develop your evaluation design
  - » engage the right people to conduct your evaluation
  - » establish what processes and impacts you are evaluating
  - » select what data to collect, how to collect it and how to analyse and interpret the data
  - » how to communicate and share your findings
  - » how to build this new knowledge into your next prevention project.

Everyone working to prevent violence against women wants to know if what they are doing is effective. Evaluation helps to answer key questions about the effectiveness of prevention work and provides opportunities to improve strategies so they are more likely to prevent violence. Generating a culture of innovation, evaluation and learning is central to ensuring that all prevention work is appropriate, responsive and effective.

Evaluation also provides the opportunity to build evidence about what has been tried and what the outcomes were that can be shared with other prevention practitioners and stakeholders. Sharing information and evidence allows us to build a knowledge base and ensure that new initiatives can draw on promising and effective practice to inform their work.



### A national framework for prevention monitoring

Our Watch will release a *Guide to prevention monitoring*, another companion to *Change the story*, in 2017. The Guide supports the comprehensive measurement of national progress towards the prevention of violence against women, with the capacity to be adapted for further monitoring by states and territories. The *Guide to prevention monitoring* will provide funders, policy makers, researchers and advocates with evidence based recommendations on how to measure population-level change against the gendered drivers and reinforcing factors of violence against women.

As discussed on page 148, some of the indicators and measurement tools which are useful and reliable measures for population level monitoring may also be appropriate to measure project level change against the drivers of violence on a smaller scale. It is useful to keep a link between project level change and population level change.

For more information on the *Guide to prevention monitoring* go to [ourwatch.org.au](http://ourwatch.org.au).

# What is evaluation?

**Evaluation** is the systematic collection of information about the activities, outputs and impacts of strategies to assess the value of these strategies. The knowledge gained from evaluation is used to improve ongoing implementation of strategies and to inform future prevention work. Evaluation can be quantitative and/or qualitative, and can assess processes as well as outcomes and impacts (see pages 119 for definitions and more information on these terms).

In this Handbook, monitoring refers to population-level tracking of progress, for example through quantitative national indicators. Therefore, this term is not used in this section. Go to the *Guide to prevention monitoring*, due to be released in 2017 for more information, [ourwatch.org.au](http://ourwatch.org.au).



## Feminist evaluation for primary prevention

Any evaluation of prevention strategies should follow the feminist principles of primary prevention. A feminist evaluation emphasises the importance of participatory approaches, empowerment and using evaluation for social justice. For more information on feminist evaluation, see:

International Development Research Centre, [Engendering policy through evaluation](http://www.feministevaluation.org), [www.feministevaluation.org](http://www.feministevaluation.org)

Ranjani Murthy, [Toolkit on gender-sensitive participatory evaluation methods](http://www.isstindia.org/publications/Ranjani_toolkit.pdf), [www.isstindia.org/publications/Ranjani\\_toolkit.pdf](http://www.isstindia.org/publications/Ranjani_toolkit.pdf)

Srilatha Batliwala and Alexandra Pittman, Association for Women’s Rights in Development (AWID), [Capturing change in women’s realities: A critical overview of current monitoring & evaluation frameworks and approaches](http://www.awid.org/publications/capturing-change-womens-realities), [www.awid.org/publications/capturing-change-womens-realities](http://www.awid.org/publications/capturing-change-womens-realities)

VicHealth has developed a number of tools and resources for good practice evaluating primary prevention. Start by reviewing VicHealth’s [Evaluating Victorian projects for the primary prevention of violence against women: A concise guide](#).<sup>91</sup> You can use this as the basis for planning your evaluation. This section of the Handbook builds on the VicHealth *Concise guide* and presents 10 key steps to conducting an evaluation, as illustrated in Figure 6 with tips and guidance for each step.



Figure 6: Ten steps to evaluating your prevention strategy

# Step 1: Identify the purpose and users of your evaluation

The first step is to identify who the evaluation is for and what they need to know. Key points to consider in identifying your context and stakeholders:

- What is the main purpose or use of your evaluation? How will you use the findings and how will they be used by other practitioners and policy makers? Are there certain things that you need to report on for funding?
- Who are the key stakeholders that you identified during the **EXPLORE** stage of the planning cycle (see Section 7)? Who has an interest in participating in your evaluation activities? Who will use the findings from your evaluation? How will you engage these stakeholders in designing and implementing your evaluation plan? Remember that this could include prevention practitioners from other settings and sectors.



**Participatory** evaluation engages stakeholders and shifts the focus to the intended audience of the evaluation.

**Learning-oriented** evaluation facilitates the sharing of tools, tasks and findings between stakeholders, practitioners and evaluators, so that learning becomes an integral part of the process.

**Action research** or **action learning** is based on the principle of learning by doing, where the skills and knowledge that are gained by doing research is one of the goals of the initiative. ANROWS has list of action research resources which can be found at <http://anrows.org.au/node/1071>



## Case study: Evaluation with diverse communities, Victoria

The Preventing Violence Against Women and their Children in Culturally and Linguistically Diverse Communities Project focused on the development of primary prevention techniques and strategies to address violence against women in two different cultural communities. This project used a 'developmental evaluation' approach to inform the development of the prevention model and resources for working with diverse communities. Evaluation was used as a tool to build an evidence base on how to tailor prevention to different communities.

A strong participatory model was used to gain a comprehensive understanding and to learn through the implementation of the project. Program logic models were developed for evaluation of the two community initiatives in collaboration with the evaluation team, project staff and community leaders. Stakeholders were actively engaged in the evaluation planning and design, data collection and analysis, and decision-making. Importantly, this method focuses on the process of implementation to inform the development of approaches to the prevention of violence against women in culturally and linguistically diverse communities.

For more information, see the [Preventing Violence Against Women and their Children in Culturally and Linguistically Diverse Communities Project Evaluation](https://www.ourwatch.org.au/getmedia/8706760f-1245-4acd-b704-d8a2add12469/OurWatch-CALD-Evaluation-AA.pdf.aspx), <https://www.ourwatch.org.au/getmedia/8706760f-1245-4acd-b704-d8a2add12469/OurWatch-CALD-Evaluation-AA.pdf.aspx>

## Step 2: Develop or review your logic model

The logic model (see Section 7) you have already developed with inputs, activities, outputs and impacts, will form the basis of your evaluation.

Use your logic model to develop your evaluation plan which sets out what you are measuring, the methods you will use, when you will conduct your evaluation, who is responsible for data collection and analysis, what resources will be needed and how you will share your findings. There are tips for each of these steps below.

## Step 3: Develop your overall evaluation design

The overall evaluation design will influence the information you get and the conclusions you can make. Therefore, your overall evaluation design needs to be ‘fit for purpose’. That means that the first question you should ask is:

Given the evaluation situation, the information needed, and the needs of the intended users, what is the most appropriate evaluation design?

For example, are you doing a process evaluation, an evaluation capacity building approach, an impact evaluation, some other type or a combination of these?



The logic model you have already developed with inputs, activities, outputs and impacts, will form the basis of your evaluation.



**Process evaluation** investigates the process of delivering your prevention strategy including the quality of the implementation, what’s working well and what isn’t working as well, to strengthen or improve the strategy.

**Impact evaluation** is broader and assesses the overall effects —intended or unintended — of the strategy as a whole.

**Empowerment evaluation** provides communities with the tools and knowledge that allow them to evaluate their own prevention strategies.

**Evaluation capacity building** is an approach that builds the skills of organisations and individuals to conduct rigorous evaluations, and integrate evaluation into routine practice.





### Case study: 'Fit for purpose' – evaluation of Generating Equality and Respect

A participatory and learning-oriented approach was taken in the evaluation of the Generating Equality and Respect program (see page 105). This style of evaluation engaged stakeholders, particularly the program team, throughout the entire evaluation process, so that their needs were identified and their values influenced the entire evaluation process.

The strong learning-orientated approach of the program built the capacity and skills of the program team to undertake and lead all elements of the program's evaluation, from evaluation planning through to the write-up of findings, couched safely within a 'learn by doing' environment.

The evaluation framework was visualised by a program logic model that set out the Generating Equality and Respect program's key activities, outputs and expected impacts over a series of timeframes. A set of SMART (specific, measurable, accurate, relevant and time-bound) indicators were 'signposts' to measure the success of the program's key activities. For example, the quality and effectiveness of its processes, the people or organisational units reached by the program of action or the type and extent of impact the activities had on both organisations and individuals. For more on SMART indicators, see page 147 of this section.

The SMART indicators were also useful in determining the scope of the evaluation so each indicator dictated the type and range of data that needed to be collected. Process indicators were used to determine the effectiveness of the program's processes and impact indicators highlighted changes that could be expected across the socio-ecological model.

There was no standard evaluation method used to assess all elements of the Generating Equality and Respect program. Instead, the style of evaluation that was used demonstrates how evaluations must be tailored to suit their particular audience. Mixed methods of data collection were employed to gather sufficient information on the program. For some methods, specific instruments were developed to support data collation and research including participant feedback sheets, pre-training and post-training surveys, online staff surveys, key informant interview questions, and key informant focus group questions.

For more information, see VicHealth, *Generating Equality and Respect*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/generating-equality-and-respect-resources>

In the overall design of your evaluation, consider these key points to ensure it is fit-for-purpose including:

- the setting/s that your strategy is working across
- the timeframe of your strategy including how much time is necessary or reasonable for you to be able to observe change as a result of your strategy
- the resources available for your strategy including time and financial resources, your evaluation team and other materials necessary for you to realistically and accurately measure your progress.



#### Tip

A clear communication or dissemination plan is an integral part of your evaluation plan. As you design your evaluation, consider how you will communicate your key findings to your intended end users. Think about what they need to know, and how you are going to tell them.

Go to Step 9 for more on communication and dissemination.



### Key principles that apply to all evaluations of prevention strategies

Although there are many different ways to conduct an evaluation, there are key principles that apply to all evaluations of prevention strategies. These are:

- focusing on the drivers of violence against women
- integrating evaluation into prevention strategies from the beginning
- understanding the strategy's logic model and expected change, and focusing on assessing changes that can be attributable to that strategy
- ensuring findings are practical and relevant for the strategy's practitioners and key stakeholders
- building your and your fellow practitioners capacity to undertake good practice evaluation
- using a collaborative process between the funder, the project team, the participants or target community and the evaluator
- basing the evaluation on the principle of gender transformative practice.

The same ethical and safety guidelines for the prevention strategy should also apply to your evaluation activities. For example, if you or your evaluators are asking people about experiences or perpetration of violence (to measure community level change or a long-term community mobilisation strategy) or about other sensitive information, make sure that the evaluator has the necessary training and resources and is prepared to deal with any disclosures. Follow the World Health Organization's [Guidelines for research on violence against women](#).<sup>92</sup>

For more information on these key principles in action, see VicHealth's [Evaluating preventing violence against women initiatives: A participatory and learning-oriented approach for primary prevention in Victoria](#).<sup>93</sup>

## Step 4: Engage the right people to conduct your evaluation

Evaluations should be built on relationships. They should be a collaborative process between the funder, the program team, the partner organisations, the participants or target community of the work and the evaluator.

Make sure you have the right people with the right skills to carry out your evaluation. Your evaluators should be involved in the design of your evaluation plan from the beginning.

When thinking about where to find evaluators, think about the skills, experiences and resources they will need to effectively evaluate your strategy. Your evaluators should be committed to the objectives of your strategy, sensitive to issues of violence against women and have a good understanding of the drivers and reinforcing factors of violence. If evaluating programs to prevent violence against Aboriginal and Torres Strait Islander women or women from culturally and linguistically diverse communities, you will need to consider whether your evaluator has an appropriate level of cultural competency.

You can find evaluators through universities or other academic settings, in research or evaluation consulting firms or independent consultants. Do some background research into the institution or academic body that the evaluator is linked to, or review a previous evaluation that the individual or organisation has been involved with.

## Step 5: Establish your indicators

To know whether progress is being made on individual outcomes of your strategy you need to set **indicators** for your evaluation. Indicators translate the elements of the logic model into things that can be measured – that is seen, read, heard or found out about in some way. If you are working with an external evaluator, establishing indicators will occur in collaboration with them.



Don't set yourself up for failure by selecting indicators that will take a long time to change and cannot be attributed solely to your strategy, such as the a reduction in the prevalence of violence.

Population surveys repeated over time, including in Australia, have so far shown that change in prevalence rates of violence against women over recent decades has been incremental. Prevalence of violence against women (both 12-month prevalence and lifetime prevalence) would only be expected to decrease at the population level in the very long term.

Based on past evidence and research on prevalence levels, we anticipate that it will be years, if not generations, before we observe significant reductions in prevalence levels. We would not expect to see significant changes against prevalence indicators until the underlying attitudes, behaviours and practices driving such high prevalence have been addressed.

### Understanding process and impact indicators

There are two main categories of indicators: **process** and **impact**. As shown in the Evaluation Plan Builder below, these measure different things. **Process indicators** measure things related to your activities and outputs and help you see whether your strategy is working or needs to be tweaked. Impact indicators relate to the impact of your strategy on individuals, organisations, communities or society, or on structures, norms and practices.

In measuring impact, we also distinguish between project level and population level indicators. Depending on the stage that your strategy is at, most of your indicators will measure the impact of your work at the project level. However, by measuring this impact you can also contribute to population wide monitoring of the gendered drivers of violence against women.

You can use both types of indicators or one type depending on your evaluation aims. For example, process evaluation is particularly important during the early stages of developing and testing your strategy. In these early stages your strategy may not be ready to include impact indicators as shown in Figure 7.

As outlined in VicHealth's [Evaluating Victorian projects for the primary prevention of violence against women: A concise guide](#),<sup>94</sup> when establishing indicators, there are some key things to avoid.

Try not to be over-ambitious and indicate everything. This can lead to projects being assessed in ways that might not be realistic or achievable. Consulting with key stakeholders will assist you to develop realistic indicators that are within the scope of your project to achieve. Remember, some changes such as a reduction in the prevalence of violence against women are only expected to occur in the long term. Establishing indicators for this would mean directing yourself to things that you won't be able to measure or achieve, thereby inadvertently setting your projects up for 'failure'.

Try not to over-indicate. Even when you've identified the immediate and medium-term impacts you want to develop indicators for, remember that every indicator you settle on requires someone to go and find out about it. Resources must be used wisely; establish only the necessary and sufficient markers of your project's progress and achievements.

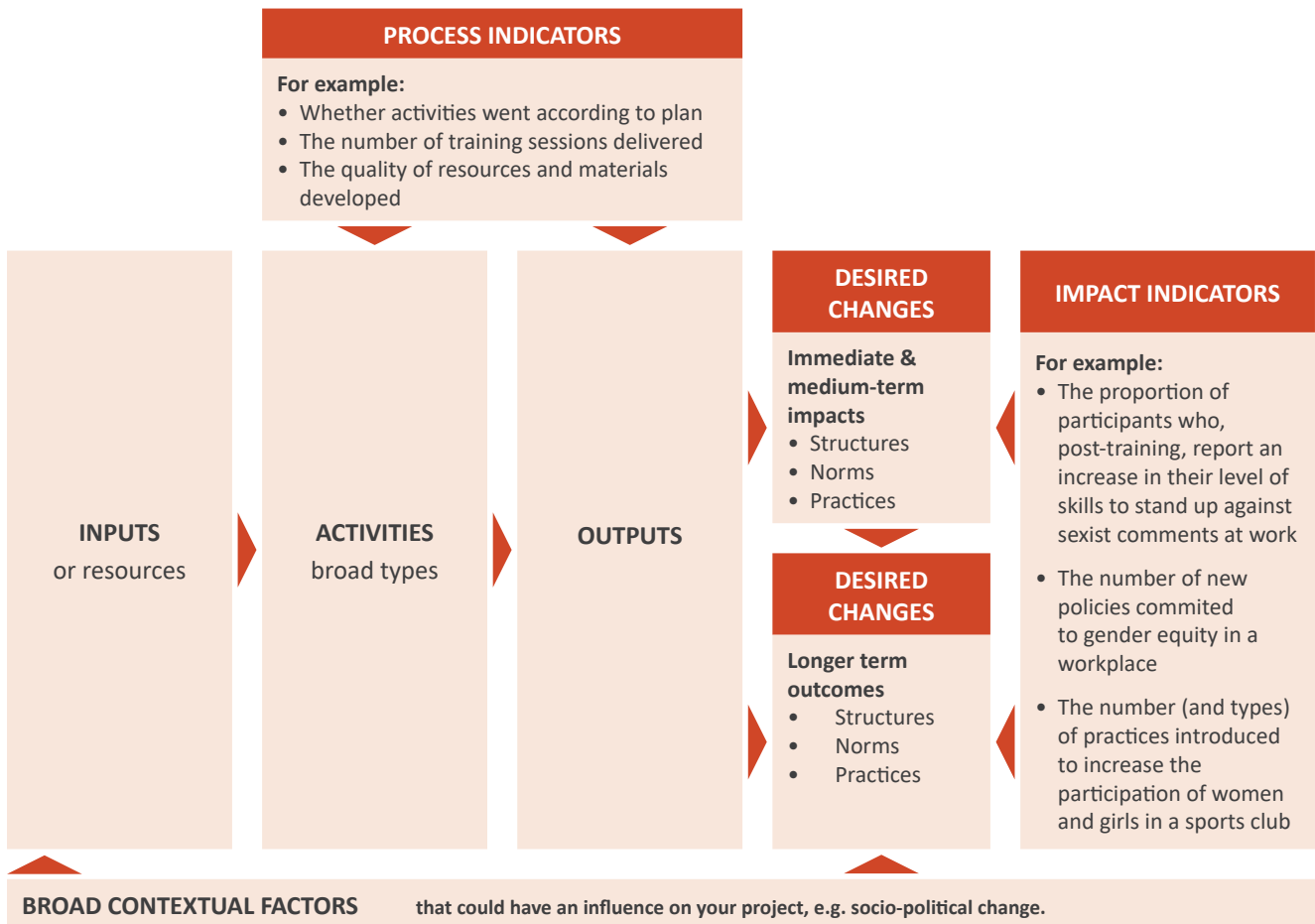


Figure 7: Evaluation plan builder

### Developing indicators

Following criteria for developing or identifying indicators helps your evaluation be fit-for-purpose and your ultimate findings benefit your intended end users.

Overall an indicator should be:

- **A good 'conceptual fit'** – for example, the indicator should reflect the drivers of violence against women that you are trying to address at multiple levels of the socio-ecological model. These might include gender equality-related indicators to measure structural change as well as indicators of social norms, individual attitudes and relevant practices that drive violence against women.
- **Be SMART** – specific, measurable, attainable, realistic and timely (Figure 8).

<b>S</b>	<b>Specific</b> Refers to specific changes that will take place because of your strategy.
<b>M</b>	<b>Measurable</b> Written in a way that you can measure, and that will tell you whether your strategy has successfully achieved your expected change.
<b>A</b>	<b>Achievable</b> Realistic, logical, and possible for you to achieve with the resources and timeframe of your strategy.
<b>R</b>	<b>Relevant</b> Relates to the overall impacts and outcomes that your strategy is trying to achieve.
<b>T</b>	<b>Time-bound</b> Has a specific timeframe in which you will be able to observe and measure change from your strategy.

Figure 8: SMART indicators

When developing your process and impact indicators consider:

- **who** is changing or in what group of people do you expect to observe change as a result of your strategy?
- **how many** people do you expect to change as a result of your strategy? What is the minimum number for you to be able to assess your achievements against?
- **when** do you expect to be able to observe this change, among these people, as a result of your strategy?
- do your indicators **address intersectionality** and **diversity**?



### Tip

There are a number of standardised evaluation tools available for collecting both qualitative and quantitative data in different settings and for different prevention techniques.

There is no need to start from scratch when planning your methods. Begin by exploring existing tools, resources and materials, and adapt these to your context and your needs.



### Customised or common indicators?

This Handbook does not include a comprehensive set of indicators for all prevention strategies. Your indicators should be based on good practice for evaluation in primary prevention and tailored to the specific needs of your strategy.

However, there are benefits to using common existing, already validated indicators from quality sources where appropriate and possible.

The VicHealth [Evaluating Victorian projects for the primary prevention of violence against women: A concise guide](#) contains examples of SMART indicators that you could use or adapt.

The Our Watch *Guide to prevention monitoring*, which will be released in 2017, provides information on how to track Australia's progress on ending violence against women at the population level. This may be a useful starting point to look at common indicators and data sources, [ourwatch.org.au](http://ourwatch.org.au)

For more information, go to Centre for Social Impact, [The Compass: Your guide to social impact measurement](#).<sup>95</sup>

# Step 6: Select your data collection methods and develop instruments

Once you have set your indicators, you need to decide on your data collection methods and develop tools or instruments to collect your data. This will be done in collaboration with your evaluator or evaluation team.

There is no 'one-size-fits-all' package for evaluation. There are many different methods to measure change and assess your impact. It is important to make sure your methods are realistic and fit-for-purpose.



**Validity** in evaluation is the degree to which any measurement approach or instrument succeeds in describing or quantifying what it is designed to measure.

A **validated measure** is one that has been thoroughly tested to ensure that it is reliable, valid and sensitive to change.

### Using quantitative and qualitative methods

Mixed methods evaluation – using a combination of qualitative and quantitative data – has many advantages. By using different methods, you will be able to compare and contrast your findings to see if different approaches give different answers. This will build up the strength of your findings. Table 7 outlines the strengths and limitations of qualitative and quantitative research methods and indicators.

Attribute	Quantitative methods	Qualitative methods
<b>Purpose</b>	Quantitative data are pieces of information expressed numerically, such as how much, how many, how often. Examples include the number of partners involved in planning an activity and the proportion of participants at an event who come from a specific sector. They are highly structured and based on theory and evidence, but they do not easily answer questions such as 'why have numbers increased/decreased?' or 'how have things improved?'.	Qualitative data are pieces of information in the form of words or themes. Examples include the challenges in implementing a new gender equality policy in a workplace and what members understand of their sports club's involvement in activities to increase the participation of women and girls. Qualitative data seeks to understand how the world is understood, interpreted and experienced by individuals, groups and organisations. They help to explain the 'why' and are often richly descriptive, flexible, relative and subjective.
<b>Examples</b>	Surveys, attendance numbers, control trials, cohort studies, and analysis of data sets.	Participant observation, interviews, focus groups, document and policy analysis, observation, participatory methods.
<b>Challenges or limitations</b>	<p>If primary data collection is required, costs may be high due to expensive field work.</p> <p>Data cannot tell much about the why or process of change.</p> <p>Large sample sizes are required to determine different impacts for different groups of people.</p>	<p>They are not designed to generate data that is statistically representative of the entire population.</p> <p>It can be difficult to ensure the full diversity of experience is reflected in a balanced way.</p> <p>It is difficult to compare change over time, or compare with other evaluations.</p>

Table 7: The difference between quantitative and qualitative methods

There are a number of common data collection methods that can be used for evaluating prevention strategies, shown in Table 8.

Type	
<b>Document review</b>	Documents associated with the prevention strategy can be a useful source of data for your evaluation. Documents include minutes of meetings, partnership Terms of Reference, progress reports, attendance records and planning notes.
<b>Feedback sheets or participant surveys</b>	Feedback sheets involve asking participants of an activity questions to find out their thoughts on what has happened. Feedback sheets can contain closed and open-ended questions and are generally administered immediately after an activity.
<b>Focus group discussions</b>	Focus group discussions involve a group of participants in facilitated discussions with the evaluator who is guided by a prepared set of broad questions.
<b>Key informant interviews or in-depth interviews</b>	Interviews involve participants in one-to-one conversations with the evaluator who is guided by a prepared set of questions, but with flexibility to vary the questions as needed.
<b>Observation</b>	Observation involves practitioners and evaluators observing what is going on during strategy activities and recording this information in strategy notes or as part of their regular reflection.
<b>Surveys</b>	Surveys involve a structured and fixed set of questions that can be distributed to participants and stakeholders by mail, email, online or face-to-face. Surveys can use both quantitative and qualitative questions.

Table 8: Common data collection methods

## Step 7: Undertake data collection

Data collection will likely be implemented directly by your evaluator or evaluation team. Remember to:

- Allow time to test your evaluation methods. For example, if you have developed a survey for your participants on their experiences and perceptions of the strategy, you need to make sure the questions are clear and not biased, and that the survey is an appropriate length. Drawing on existing measures which have been proven in a similar context may help.
- Consider the length of your data collection tools and ensure you only collect the data you need to respond to your chosen indicators. If data collection tools are too long, participants will be less likely to complete them or may become disengaged. You also risk capturing too much detail to analyse. On the other hand, if your tools are too short you will not have enough information to accurately assess your work.
- Make sure that lay stakeholders and the target audience have the opportunity to accurately discuss their experiences of your prevention strategy.
- Evaluation is not just about measuring what works, but also **what does not work**. It is important to create a safe environment in which unintended impacts and changes are allowed to surface. You should allow a space for mistakes and failures and the ability to discuss them, report on them and learn from them. Reflecting on the elements of your prevention activity that didn't work and why provides significant opportunities to learn from these failures and strengthen your future prevention activities.

## Step 8: Analyse and interpret data

Evaluation data will often be initially analysed by your evaluator or evaluation team, however other stakeholders can be involved in interpreting the data too. There are many different strategies and software programs to help you analyse quantitative and qualitative data. This section does not explain how to analyse data because it is a complex skill, but further guidance to do this in a prevention strategy is available in VicHealth's [Evaluating Victorian projects for the primary prevention of violence against women: A concise guide](#).<sup>96</sup>



### Tip

#### Take care when analysing data:

- Don't combine direct indicators (which directly measure the area of interest) with indirect or proxy indicators (which refer in an indirect way to the subject of interest, either because the subject of interest cannot be measured directly or it is too sensitive to do so).
- Don't compare data that is not comparable.
- Be sure to analyse silences in qualitative data, that is, what's not being said in addition to what is said.
- Don't overstate the relationships between data, such as claiming a causal relationship when you observe an association or trend (refer to the following page on attribution for further information).

In interpreting data, don't accept the information at face value. Take a closer look at the information you have, and compare it with what you already know. Think about what your data shows and about why it might show that.

### Questions to support data analysis and interpretation

- Were the activities implemented as you had planned them? Why, or why not? What changed and does that impact on your program logic?
- Is the data collected reliable?
- What is the significance of the findings?
- Does the information align with your experiences of implementing your prevention strategy?
- Is there any surprising or unanticipated data or findings?
- Is there something that doesn't make sense that you want to investigate further?
- Did anything unexpected happen as a result of your strategy? Can you identify why?
- Is there enough evidence to support the strategy's success?
- Is there information pointing towards any shortcomings or weaknesses of the strategy?
- How can the key findings inform lessons, insights and recommendations for the design and implementation of your strategy?
- What do the key findings mean for the potential scale up or use of your strategy in other contexts?

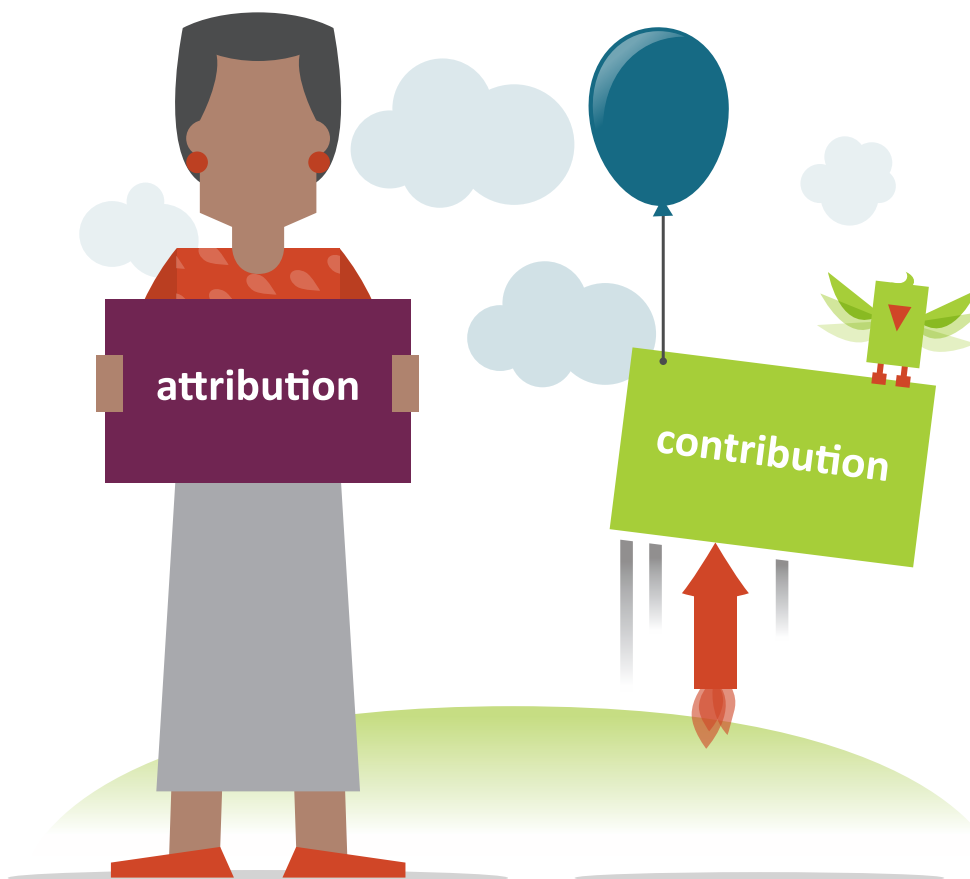


## Understanding contribution versus attribution

When interpreting your data, be aware of **contribution** versus **attribution**.

The changes that we hope to see from prevention activities may take a long time to occur in our target community. For this reason, when evaluating prevention strategies, it may be more appropriate to look for contribution rather than attribution.

As prevention aims to generate changes that are likely to be the result of multiple factors or multiple prevention strategies at a broader societal level, it may not always be possible to demonstrate attribution between the activities of your prevention strategy and the changes to gendered drivers that take place.



**Attribution** or **attributable change** means that you can establish a direct causal relationship between the work of your prevention strategy and the impact that you observe. This is a relationship of cause and effect.

**Contribution** or **contributory change** means that you can show a relationship between your strategy and an outcome or goal, but that your strategy was not the only contributing factor. In this case, change happened partly as a result of your work and also as a result of other factors.

## Step 9: Communicate and disseminate your findings

As data from the evaluation becomes available, consider how it can be communicated to your key stakeholders. Consider how you can ‘drip feed’ information and generate interest in your strategy and your final evaluation report. Getting your findings out there requires planning — set aside time and resources to spread the word.

### Developing stakeholder messages

- Clearly define your central messages and key findings and communicate them simply. Go to the Dissemination strategy worksheet in the VicHealth [Concise guide](#).<sup>97</sup>
- Present data in an engaging way, for example, use infographics, case studies, quotes and charts.
- Communicate in a way that is both accessible and useful for your primary intended users.
- Develop and tailor your communications to suit different audiences. For example, when communicating with your community, a brochure summarising key points may be more appropriate than a long report.

### Disseminating messages

- Promote and host an event where the key findings are presented and the evaluation report is distributed.
- Promote the evaluation report online by uploading it to your website and, if relevant, your partner organisation’s website or through social networks such as blogs or Twitter.
- Use creative communications to promote the findings such as infographics, short videos, webinars or bulletins.
- Present the key findings at relevant conferences and forums.
- Write up the key findings for publications in professional or academic journals.



#### Tip

#### Suggested structure for evaluation reports:

1. Title and date
2. Contents
3. Acknowledgements
4. Executive summary
5. Background to the strategy
6. About the evaluation, including methodology and data
7. Presentation of key findings
8. Discussion
9. Recommendations
10. Appendices



Present data in an engaging way, for example, use infographics, case studies, quotes and charts.

## Step 10: Use feedback loops to improve your prevention strategy

A key measure of a good evaluation is its ability to contribute useful findings in ways that can improve future strategy design. Your evaluation should explain both what actually happened in the strategy implementation and also what can be changed for a more effective strategy in the future. Using information outputs to inform future strategy design is called a feedback loop.

By looking at the results from your key findings, you can identify what parts of your strategy worked well and what parts may need to be re-thought. Your findings can also identify unintended results or impacts that should be considered in the future. The results from the evaluation will provide lessons, insights and recommendations for any future strategies you implement. These messages will also be useful in the potential scaling up of your strategy or its adoption in different contexts.



### Tip

**Reflection** should be an ongoing part of your prevention strategy's implementation and evaluation. This means actively incorporating the perspectives of your strategy's facilitators or evaluators into your data collection methods and using this as a tool for learning and improvement.



### Case study: Feedback loops in the Respectful Relationships Education in Schools Pilot Evaluation, Victoria

The assessment of the *Respectful Relationships Education in Schools* pilot, led by Our Watch, is an example of a well-structured evaluation with a rigorous method. The method collected both quantitative and qualitative data through a variety of different data sources including surveys, monitoring records, stakeholder interviews and focus groups. The evaluation team took a realist approach which sought to identify 'what works, in which circumstances, and for whom', rather than simply asking whether the program was effective or not. This was also consistent with the overarching aims of the evaluation and applying evaluation in this manner was a key feature of the overall approach.

This evaluation design is an excellent example of how feedback can be used to inform and improve a program. Feedback loops were included to provide key stakeholders and participants with evaluation data in a timely manner, where possible. For example, the leaders of each participating school were given a summary of their respective school culture survey results within a month of completing the survey to help inform their activities. Project implementation leaders met with schools to discuss their findings, highlighting areas of strength as well as opportunities for improvement. The aim was to provide schools with their own baseline data so that they could reflect on staff reviews of what was considered effective and what they ought to focus on to improve gender equality and integrate it into their policies, procedures and practices.

As this evaluation design demonstrates, comprehensive assessment of a program is crucial to the implementation of a program through data feedback loops and reflective practice for continuous improvement.

For more information on the pilot program and evaluation, see Our Watch, [Respectful relationships education in schools](https://www.ourwatch.org.au/What-We-Do/Respectful-relationships-education-in-schools), [https://www.ourwatch.org.au/What-We-Do/Respectful-relationships-education](https://www.ourwatch.org.au/What-We-Do/Respectful-relationships-education-in-schools)



## Resources and materials for evaluation

Australasian Evaluation Society, <http://www.aes.asn.au/>

Centers for Disease Control and Prevention, *Evaluation for improvement: A seven-step empowerment evaluation approach for violence prevention organisations*, [http://www.cdc.gov/violenceprevention/pdf/evaluation\\_improvement-a.pdf](http://www.cdc.gov/violenceprevention/pdf/evaluation_improvement-a.pdf)

Centre for Social Impact, *The Compass: Your guide to social impact measurement*, [http://www.csi.edu.au/media/uploads/CSI\\_The\\_Compass.pdf](http://www.csi.edu.au/media/uploads/CSI_The_Compass.pdf)

Community Sustainability Engagement, *Evaluation toolbox*, <http://www.evaluationtoolbox.net.au/>

Department for International Development UK, *Guidance on monitoring and evaluation for programming on violence against women and girls*, [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/67334/How-to-note-VAWG-3-monitoring-eval.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67334/How-to-note-VAWG-3-monitoring-eval.pdf)

EvalCommunity, *Evaluator database*, <http://www.evalcommunity.com/>

International Development Research Centre, *Engendering policy through evaluation*, [www.feministevaluation.org](http://www.feministevaluation.org)

Jan Breckenridge and Jen Hamer, *Traversing the maze of 'evidence' and 'best practice' in domestic and family violence service provision in Australia*, <http://www.anrows.org.au/sites/default/files/page-attachments/IssuesPaper26-May2014.pdf>

Laura Haylock and Carol Miller, *Merging developmental and feminist evaluation to monitor and evaluate transformative social change*, <http://aje.sagepub.com/content/37/1/63.abstract>

Michaela Raab and Wolfgang Stuppert, *Review of evaluation approaches and methods for interventions related to violence against women and girls (VAWG)*, [https://assets.publishing.service.gov.uk/media/57a089b440f0b652dd00037e/61259-Raab\\_Stuppert\\_Report\\_VAWG\\_Evaluations\\_Review\\_DFID\\_20140626.pdf](https://assets.publishing.service.gov.uk/media/57a089b440f0b652dd00037e/61259-Raab_Stuppert_Report_VAWG_Evaluations_Review_DFID_20140626.pdf)

Multicultural Health Network, *A 'critical' reflection framework*, <http://www.education.vic.gov.au/Documents/childhood/professionals/support/reffram.pdf>

Ohio Domestic Violence Network, *Empowerment evaluation toolkit*, <http://www.odvn.org/prevention/empowerment-toolkit.html>

Our Watch, *Guide to prevention monitoring* (to be released in 2017). This also includes suggested measures and data sets that you may want to explore in designing your strategy and your evaluation plan, [www.ourwatch.org.au](http://www.ourwatch.org.au)

Ranjani Murthy, *Toolkit on gender-sensitive participatory evaluation methods*, [http://www.isstindia.org/publications/Ranjani\\_toolkit.pdf](http://www.isstindia.org/publications/Ranjani_toolkit.pdf)

Srilatha Batliwala and Alexandra Pittman, *Capturing change in women's realities: A critical overview of current monitoring & evaluation frameworks and approaches*, <http://brookeackerly.org/wp-content/uploads/2010/11/Batliwala-2010.pdf>



## Resources and materials for evaluation continued...

UN Women, *Programming Essentials, Monitoring & Evaluation*, <http://www.endvawnow.org/en/modules/view/14-programming-essentials-monitoring-evaluation.html>

VicHealth, *Evaluating Victorian projects for the primary prevention of violence against women: A concise guide*, <http://www.vichealth.vic.gov.au/media-and-resources/publications/a-concise-guide-to-evaluating-primary-prevention-projects>

VicHealth, *Trends in evaluation: Preventing violence against women*, <http://www.vichealth.vic.gov.au/search/pvaw-evaluation-trends>

World Health Organization, *Putting women first: Ethical and safety recommendations for research on domestic violence against women*, <http://www.who.int/gender/violence/womenfirtseng.pdf>





Women's Health Association of Victoria, *Action to Prevent Violence Against Women*, <http://www.actionpvaw.org.au>

W.K. Kellogg Foundation, *Evaluation handbook*, <https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>

Different sectors have their own communities of practice that can offer support, training and resources for those working in prevention. Check through your local women's health service organisations, or through [Our Watch, ourwatch.org.au](http://ourwatch.org.au)

# Appendices

# Appendix 1: Stakeholder mapping matrix

Influence/Power of stakeholders	<b>High Power, Low interest</b>	<b>High Power, High interest</b>
	 <p>Meet their needs Keep satisfied</p>	 <p>Key player Engage closely</p>
	<b>Low Power, Low interest</b>	<b>Low Power, High interest</b>
	 <p>Least important Minimal effort</p>	 <p>Show consideration Keep informed</p>
	<i>Interest of stakeholders</i>	

Use this matrix to identify the key stakeholders who will influence or be impacted by your prevention strategy remembering that every sector, institution, organisation, community and individual has a potential role to play in preventing violence against women. The matrix can also help identify who might be invisible or excluded from a stakeholder mapping process through the inclusion of key questions to assist with making the stakeholder group gender equitable and inclusive.

Consider the level of participation that different stakeholders should have or need to have. Identifying the relationships between you and your stakeholders, and how they will interact with your strategy, will help identify the best methods of communication and consultation with them. Remember to think about how your work will be connected to broader prevention strategies, at a local, state and territory level and national level.

The table below sets out the potential stakeholders for you to think about and key points for you to consider. Refer back to the stakeholder mapping matrix (above) to think about how different stakeholders may influence and impact your strategy. Consider if some stakeholders would be valuable partners in the work or form part of the governance structure of the initiative.

You can then use the stakeholder matrix to map out your key stakeholders and think about the power and interest of different stakeholders. This exercise should encourage reflective prevention practice as you consider the relationships both with and between your stakeholders. Identifying the power and gendered dynamics of the relationships between your various stakeholders and in your own relationships as a practitioner will help identify the strengths, weaknesses, opportunities and threats that will influence the success of your strategy.

Stakeholder	Who are they?	Key considerations or questions to ask
<b>Participants or target audience</b>	<p>Identifying your participants, beneficiaries or target audience is important to make sure the strategy is appropriate and relevant, and to improve uptake of the key messages and activities.</p> <p>This might be individuals or groups of people, an organisation or community, government agencies and industries.</p>	<p>Who does the intervention work directly with, or who is the intervention trying to reach?</p> <p>Will it target specific individuals or groups of people, or do you want to work with everyone in a specific community?</p> <p>Will it work with men and boys or with women and girls or with the whole community?</p> <p>Who is likely to benefit and who may be negatively impacted from this program?</p> <p>Are there groups of women who are more likely to be impacted by the program?</p>
<b>Trainers or facilitators</b>	<p>Identify the trainers, facilitators and other practitioners who will use your strategy and work with your participants or target audience.</p>	<p>Who is going to implement the strategy?</p> <p>Do they have the necessary skills and experience?</p> <p>Are you modelling good practice by having experienced women and men co-facilitate in a respectful and empowering manner?</p>
<b>Community members</b>	<p>Even if your strategy has a defined target audience or community, engaging with the broader community in which the strategy is being implemented is critical. Community members can offer important partnerships and can be influential in the strategy's success.</p> <p>It is also important to consult with the community to minimise resistance and backlash.</p> <p>It is important to define the scope of your 'community', as this may refer to a small population such as a school or suburb, or it may relate to a wider municipality.</p>	<p>Who are the people in the community that will be impacted or who have an interest in the strategy?</p> <p>Who is 'the community' we are intending to work closely with?</p> <p>Are we using appropriate language to engage community members?</p> <p>How will the experiences, knowledge and opinions of different women be included?</p>
<b>Key or influential individuals, gatekeepers, champions of change</b>	<p>There may be key individuals who hold particular influence over decisions and events within the community. Often these individuals will identify themselves to the strategy's organisers, however you should remember that the loudest voices in the group are not always the most important. In culturally diverse communities, you may need to identify key people who can help make sure the strategy is culturally sensitive and relevant for people with different needs.</p> <p>In some settings these may be known as 'champions of change' and can be influential advocates to promote the strategy.</p>	<p>Who is in positions of management or leadership within your target community or organisation? Are they formal or informal leaders?</p> <p>Who else might have decision-making power or can influence people's behaviour and attitudes toward the strategy's activities and key messages?</p> <p>Will the strategy use influential individuals or advocates to champion the messages of the strategy?</p> <p>If only men are identified as champions, how can we bring women champions into the initiative?</p> <p>If the gatekeepers are blocking access to people who traditionally have less power and control in society, how can we work with that community to ensure broader representation?</p>



Stakeholder	Who are they?	Key considerations or questions to ask
<b>Community organisations</b>	<p>Different organisations often have pre-existing relationships and interactions in communities and can be important for partnerships. These partnerships may be across different prevention settings.</p> <p>This may include health, legal and justice services, schools, businesses, faith-based organisations, media and community services.</p>	<p>Which agencies or organisations within the community will be important partners for prevention work in your setting or area?</p> <p>Are there new or marginal organisations which have been excluded?</p>
<b>Response sector</b>	<p>Response and support services for victim/survivors of violence against women are central to the successful and safe implementation of primary prevention strategies.</p> <p>These will include counselling and rape crisis centres, family and domestic violence services, women’s health organisations, medical and reproductive health services, women’s shelters, child support agencies, and legal and justice services.</p>	<p>What are the available response and support services for women and their children who have experienced violence?</p> <p>How can we develop a strong partnership with existing response services, including a referral mechanism for women who disclose violence?</p> <p>If strong response services are not present in the area, is it too great a risk to implement a strategy that could cause harm without the necessary support measures in place?</p>
<b>Government</b>	<p>Governments as partners can be helpful in promoting advocacy efforts and encouraging participation. They also determine the policies, legislations and regulations that make up the prevention infrastructure and therefore have a key stake in how strategies are implemented.</p> <p>It may be important to coordinate with local governments or other government representatives to organise or facilitate the strategy, or to get permission for specific elements of the strategy. Local government may also be important for encouraging participation or supporting the strategy’s key messages within the community.</p>	<p>Does the strategy require partnership or coordination with any local, state or federal government agencies?</p> <p>Which government agencies have a stake in the strategy’s implementation?</p>

# Appendix 2: Implementation plan template

Implementation plans should include:

- objectives
- key actions to meet the objectives
- tasks or activities required for each action
- timelines
- who will be leading this action
- task status, such as: completed, on schedule, behind schedule, cancelled
- deliverables
- priority
- a section for notes and comments can be useful to note any additional considerations.

An implementation plan should reflect the discussions, consultations and planning that has taken place. An implementation plan allows you to think and plan for critical components before beginning. By detailing all critical steps before starting the project, you can identify the resources required and who is available to assist with this. An implementation plan also allows you to monitor progress and share this with stakeholders.

This is an example of an implementation plan that can be modified to suit the project or strategy that you are working on.

<b>Name: Name of the strategy or initiative</b>						
<b>Objectives: The goals of the prevention work</b>						
Key Action	Activities/tasks	Who	When	Deliverable	Comments	Status

# Appendix 3: Project planning template

The Project Planning template can assist you to develop your project and ensure you have considered all of the key elements that are needed to plan prevention projects.

<b>1. Name of project</b>					
<b>2. Description of project</b>					
<b>3. What is the overall objective/s of the project?</b>					
<b>4. Which setting(s) will your project operate in?</b>					
<b>5. Reminder – ensure you have conducted a gender analysis in the setting/s you have selected (Section 7)</b>					
Education and care for children and young people	Universities, TAFEs and other tertiary institutions	Workplaces, corporations and employee organisations	Sports, recreation, social and leisure spaces	Arts	Health, family and community services
Faith-based contexts	Media	Popular culture, advertising and entertainment	Public spaces, transport, infrastructure and facilities	Legal, justice and correction contexts	
<b>6. Who is your target audience and why? (reminder to undertake a stakeholder analysis – see Appendix 1 and Section 7)</b>					
<b>7. Who are your key stakeholders in the project? (see the stakeholder mapping matrix in Appendix 1)</b>					
<ul style="list-style-type: none"> <li>• How do you plan to engage with these stakeholders?</li> <li>• Detail the roles and key actions these stakeholders will have in your project</li> </ul>					
<b>8. What level/s of the ecological model does your project address?</b>					
<ul style="list-style-type: none"> <li>• Individual and relationship level</li> <li>• Community and organisational level</li> <li>• System and institutional level</li> <li>• Societal level</li> </ul>					

<b>9. How are the gendered drivers (1-4 below) and reinforcing factors (5-9 below) of violence against women present in the setting/s you're working in? Be as specific as possible.</b>	
1. Condoning of violence against women	
2. Men's control of decision-making and limits to women's independence in public and private life	
3. Rigid gender roles and stereotyped constructions of masculinity and femininity	
4. Male peer relations that emphasise aggression and disrespect towards women	
5. Condoning of violence in general	
6. Experience of and exposure to violence	
7. Weakening of pro-social behaviour, especially harmful use of alcohol	
8. Socio-economic inequality and discrimination	
9. Backlash factors (increases in violence when male dominance, power or status is challenged)	
<b>10. How will your project address the essential actions (1-5 below) and supporting actions (6-10 below) required to prevent violence against women? Be as specific as possible.</b>	
<b>Reminder – you don't have to address all of the essential actions</b>	
1. Challenge condoning of violence against women	
2. Promote women's independence and decision-making in public and private life	
3. Foster positive personal identities and challenge gender stereotypes and roles	
4. Strengthen positive, equal and respectful relations between and among women and men, girls and boys	

5. Promote and normalise gender equality in public and private life	
6. Challenge the normalisation of violence as an expression of masculinity or male dominance	
7. Prevent exposure to violence and support those affected to reduce its consequences	
8. Address the intersections between social norms relating to alcohol and gender	
9. Reduce backlash by engaging men and boys in gender equality, building relationship skills and social connections	
10. Promote broader social equality and address structural discrimination and disadvantage	
<p><b>11. How will you undertake the essential actions in a way that considers how multiple systems and structures of oppression and discrimination affect different people? Specifically, have you thought about how to be inclusive and responsive to diversity by undertaking the following, where appropriate:</b></p> <ul style="list-style-type: none"> <li>• tailoring initiatives to your audience</li> <li>• ensuring initiatives are inclusive</li> <li>• working across the life course</li> </ul> <p><b>How will you apply the following additional good practice approaches in your work?</b></p> <ul style="list-style-type: none"> <li>• work in partnership on common goals</li> <li>• challenge masculinity and engage men and boys while empowering women and girls</li> <li>• develop and maintain a reflective practice.</li> </ul>	
<p><b>12. How will your project use the proven and promising techniques identified in Section 6? Reminder –you do not have to use all of the techniques.</b></p>	
Direct participation programs	
Community mobilisation and strengthening	
Organisational development	
Communications and social marketing	
Civil society advocacy	

**13. Ensure you have undertaken all of the ten key steps for evaluation (see Section 9)**

1. Identify the purpose and users of your evaluation
2. Develop or review your logic model
3. Develop your overall program design
4. Engage the right people to conduct your evaluation
5. Establish your indicators
6. Select your data collection methods and develop instruments
7. Implement your data collection
8. Analyse and interpret your data
9. Communicate and disseminate your findings to facilitate shared learning
10. Feedback findings to improve your prevention strategy

# Appendix 4: Communications plan template

	Example
<b>Target audience</b> – who are we talking to?	Sector stakeholders
<b>Key message</b> – what do we want to say?	<p>We have a new gender equity training program aimed at human resource (HR) managers.</p> <p>Workplaces have great influence over people’s lives and communities, and have an opportunity to help drive the cultural change needed to prevent violence against women and their children.</p> <p>HR managers in particular have an important role to play in preventing violence against women.</p>
<b>Method</b> – how are we going to say it?	<p>E-newsletter</p> <p>Sponsored Twitter and LinkedIn posts</p> <p>In-person information session</p>
<b>Person/team responsible</b> – who will implement this?	Project lead
<b>Date due</b> – when does it need to be ready?	<p>Key information developed by d/m/y</p> <p>Campaign begins d/m/y</p>
<b>Budget</b> – what will this cost? Include time and money	<p>\$100 to purchase imagery. Five hours to draft, design and send the e-newsletter.</p> <p>\$500 to sponsor social media posts. One hour to write the posts and 10 minutes twice a day to check the comments and reply.</p> <p>\$1100 to hire a venue and provide refreshments. One day per week over a month to plan the event.</p>

## **Appendix 5: Alternative text for figures**



# Section 1

## Page 12-13.

Current state:

- Violence against women is serious, prevalent and driven by gender inequality.
- Gendered drivers of violence against women: condoning of violence against women; men's control of decision-making and limits to women's independence; stereotyped constructions of masculinity and femininity; disrespect towards women and male peer relations that emphasise aggression.
- Gender inequality sets the necessary social context.
- 657 domestic violence matters are dealt with every day by Australian police.
- Every week one woman is murdered by her current or former partner.

Desired future:

- Violence against women is preventable if we all work together.
- Actions that will prevent violence against women: challenge condoning of violence against women; promote women's independence and decision-making; challenge gender stereotypes and roles; strengthen positive, equal and respectful relationships.
- Promote and normalise gender equality in public and private life.
- Mutually reinforcing actions are needed through legislation, institutional, policy and program responses: by governments, organisations and individuals; in settings where people live, work, learn and socialise; tailored to the context and needs of different groups.

## Page 14. Gendered drivers.

Particular expressions of gender inequality consistently predict higher rates of violence against women:

1. Condoning of violence against women.
2. Men's control of decision-making and limits to women's independence in public and private life.
3. Rigid gender roles and stereotyped constructions of masculinity and femininity.
4. Male peer relations that emphasise aggression and disrespect towards women.  
Reinforcing factors – within the context of the gendered drivers – can increase frequency or severity of violence:
5. Condoning of violence in general.
6. Experience of, and exposure to, violence.
7. Weakening of pro-social behaviour, especially harmful use of alcohol.
8. Socio-economic inequality and discrimination.
9. Backlash factors (increases in violence when male dominance, power or status is challenged).  
These gendered drivers can interact with reinforcing factors that create a higher probability of violence against women.

**Page 17:** Figure 1: Who is this handbook for? The image shows four people with different labels, those being: Potential prevention practitioners looking for starting point; Emerging prevention practitioners looking for further information and guidance; Experienced prevention practitioners looking for further direction; and Policy makers and others responsible for funding, coordinating and providing system support to prevention practice.

## Section 2

**Page 28.** Key statistics of violence against women.

- 1 in 3 women and 1 in 2 men have experienced physical violence by a partner, other known person or stranger.
- 1 in 5 women and 1 in 22 men have experienced sexual violence by a partner, other known person or stranger.
- The most common places for most violence to occur are her home or his place of entertainment.
- Both women and men are three times more likely to be physically assaulted by a man (when compared to assaults by women).
- Since the age of 15, 1 in 4 women have experienced violence by an intimate partner they may or may not have been living with. 1 in 6 women have experienced violence by a partner they were living with. 1 in 9 women have experienced violence by a boyfriend, girlfriend or date.

## Section 3

**Page 34.** Figure 2. The relationship between primary prevention and other work to address violence against women. This image shows a triangle with a flat base cut into three sections. The largest section at the base of the triangle refers to primary prevention: whole-of-population initiatives that address the primary ('first' or underlying) drivers of violence. The middle section refers to secondary prevention or early intervention which aims to 'change the trajectory' for individuals at higher-than average risk of perpetrating or experiencing violence. The top part of the triangle refers to tertiary prevention or response which supports survivors and holds perpetrators to account (and aims to prevent the recurrence of violence).

**Page 36.** Figure 3. Socio-ecological model of violence against women. This image shows the different factors which influence the occurrence of violence against women and their children. The figure represents violence as the outcome of interactions among many factors at four levels. It shows examples of structures, norms and practices found to increase the probability of violence against women, at different levels of the social ecology. The highest level is the societal level: dominant social norms supporting rigid roles and stereotyping, or condoning, excusing and downplaying violence against women. The second level is the system and institutional level: failure of systems, institutions and policies to promote women's economic, legal and social autonomy, or to adequately address violence against women. The third level is the organisational and community level: organisation and community systems, practices and norms supporting, or failing to sanction, gender inequality, stereotyping, discrimination and violence. The fourth and final level is the individual and relationship level: individual adherence to rigid gender roles and identities, weak support for gender equality, social learning of violence against women, male dominance and controlling behaviours in relationships.

## Section 5

**Page 47.** Table 2. A continuum of approaches to prevent violence against women.

This table has two rows and five columns that depict the range of approaches to violence against women from initiatives that unintentionally perpetuate gender inequality to approaches that promote gender equality.

The first two columns show types of approaches that should be avoided as they cause harm and may have a negative impact on efforts to prevent violence against women. These approaches are more likely to perpetuate gender inequality. The first column describes approaches that are gender unequal or exploitative. These approaches perpetuate gender inequalities and may inadvertently maintain or support gender inequality by reinforcing gender stereotypes. An example of this is messages and actions that blame victims for the violence or place responsibility for managing perpetrator behaviour on women. Another example is social marketing campaigns that reinforce hyper-masculine stereotypes such as the 'real men don't hit women' campaigns.

The second column describes approaches that are gender blind. This approach should also be avoided as they cause harm and may have a negative impact on efforts to prevent violence against women. These approaches ignore gender norms and inequalities, can minimise efforts to address gender inequality, and risk contributing to the gendered drivers of violence through implicit support of existing norms. An example of this is prevention initiatives that focus exclusively on reinforcing factors like alcohol abuse (which can imply that alcohol is a 'cause' of violence, and implicitly excuse or justify perpetrator behaviour – or blame victims – who are under its influence). Another example is family violence campaigns that show men and women in equal numbers as victims and as perpetrators, when the reality is that women are far more likely to be victims, and men perpetrators of violence.

The third column shows initiatives that are gender sensitive. Initiatives in this category may not cause harm, but they are unlikely to have any impact on violence against women. These approaches acknowledge but do not address gender inequalities. They are not harmful, but they don't make sustainable changes to society that lead to long-term and significant reductions in violence. An example of this is safety strategies for women such as self-defence classes. Another example is campaigns that acknowledge and raise awareness that women are four times more likely than men to experience sexual assault during their lifetime, but do not suggest ways in which we can change society to reduce sexual assault.

The final two columns show initiatives that should be the focus of prevention work, as they alone can create the changes necessary to reduce violence against women. The fourth column shows gender specific approaches which acknowledge gender inequalities and consider women's specific needs, but do not transform norms and practices. An example of this is supporting women's leadership with mentoring, training and quotas but failing to challenge and change the workplace and wider social structures that result in fewer women being in leadership roles in the first place. Another example is the improvement of lighting in outdoor sporting areas. This work aims to increase women's perception of safety, which means that more women may use the facility. In the long term it may help increase gender equality in sports through increased participation by women and girls, but improving lighting is not in itself transformative.

The final column shows initiatives that are gender transformative and work to promote gender equality, resulting in a lower probability of violence against women. These approaches address the causes of gender-based inequalities and work to transform harmful gender roles, norms and relations. They challenge both normative and structural inequality. An example of this is promoting flexible employment conditions to working fathers while challenging the idea that caring for children is a woman's job. Another example is whole school respectful relationships education that challenges violence-supportive attitudes amongst the students and amongst the teachers, parents and the wider community, and changes in school policies and structures to support gender equality. Another example is work within a sporting club to change attitudes to women's participation in sport so that it is respectful and does not condone violence on or off the field.

### **Page 50**

This image shows a person with three different coloured ribbons inter-twined around their body. The person is holding a green ribbon which social status: Aboriginality, ethnicity, sex, parent/carer status, gender identity, (dis)ability, religion, migration and refugee status, age, socio-economic status, cultural background. There is a purple ribbon which says social systems and structures: welfare, economic, legal/justice, labour, education, health. There is a grey ribbon which says discrimination and oppression: colonisation, sexism, homophobia, ageism, ableism, classism, racism, religious discrimination.

## Section 9

**Page 147.** Figure 7: Evaluation Plan builder.

This image shows the key steps in developing an evaluation plan. There are eight boxes which are linked by a series of arrows which indicate their relationship with each other. The first box says inputs or resources. There is an arrow linking this to a second box which says activities. This box is linked by arrows to two other boxes. The third box says process indicators, for example, whether activities went according to plan, the number of training sessions delivered, the quality of resources and materials developed. Both the second and third boxes are linked by arrows to the fourth box called outputs. The fourth box is linked by arrows to two other boxes. The fifth box is titled desired changes and describes, with a sub-heading of immediate and short-term impacts and emphasises the importance of considering these immediate and short-term impacts on structures, norms and practices. The fifth box is linked by an arrow to a sixth box which is titled desired changes, with a sub-heading of longer term outcomes and emphasises the importance of considering these longer term impacts on structures, norms and practices. The sixth box is titled impact indicator. It provides three examples of impact indicators. The first example is the proportion of participants who, post-training, report and increase in their level of skills to stand up against sexist comments at work. The second example is the number of new policies committed to gender equity in a workplace. The third example is the number (and types) or practices introduced to increase the participation of women and girls in a sports club. There are arrows linking the impact indicators box to two other boxes – the desired changes, sub-heading immediate and medium-term impacts box and the desired changes, sub-heading longer term outcomes box. At the bottom of the image is a box that is a key consideration for all elements of your evaluation plan and indicators and is linked to all of the seven other boxes. This box says broad contextual factors that could have an influence on your project, for example socio-political change.

# Appendix 1

Page 158

This image illustrates a stakeholder mapping matrix. It is a table of two columns and two rows which are shown as four quadrants. On the left vertical side of the column it says influence/power of stakeholders. On the bottom of the two rows it says interest of stakeholders.

The first quadrant is titled high power, low interest. For stakeholders you identify as having this, you should meet their needs and keep them satisfied. The second quadrant is titled high power, high interest. For stakeholders you identify as having this, you should engage them closely as a key player. The third quadrant is titled low power, low interest. For stakeholders you identify as having this, you should engage them closely as a key player. The third quadrant is titled low power, low interest. These are your least important stakeholders and you should invest minimal effort with them. The fourth quadrant is titled low power, high interest. For stakeholders you identify as having this, you should show consideration and keep informed.

# Glossary

# Glossary

**Ableism** – the institutional, cultural, and individual set of beliefs, attitudes and practices that perceives and treats people with a disability as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than able-bodied individuals. Ableism results in the systemic and institutionalised exclusion and marginalisation of people with a disability.

**Ageism** – the process of systematic stereotyping of, and discrimination against people based on their age. Although ageism is more generally used in relation to the discrimination against older people, ageist attitudes and norms also adversely affect younger people.

**Backlash** – the resistance, hostility or aggression with which gender equality or violence prevention strategies are met by some groups. Challenges to established gender norms and identities or entrenched ideas about the roles of men and women are often resisted by those who strongly adhere to such norms and see them as traditional or natural. From a feminist perspective, backlash can be understood as an inevitable response to challenges to male dominance, power or status and is often interpreted as a sign that such challenges are proving effective. Backlash can include attempts to discredit arguments about gender inequality or the gendered nature of violence as well as efforts to preserve existing gender norms and hierarchies, with the result that progress towards violence prevention and gender equality can be slowed or even reversed. In some cases backlash can lead to an increase in violence itself.

**Classism** – the institutional, cultural, and individual set of beliefs, attitudes and practices that assign differential value to people according to their socio-economic status. Classist attitudes and norms may be based on a person's family background, wealth or income, education, and/or occupation.

**Colonisation** – the action or process of forcibly taking over the land of Indigenous peoples (also known as dispossession), and establishing rule or control over those Indigenous peoples. In the context of Australia, the British colonisation of Australia devastated the Indigenous population and the many pre-existing Indigenous cultures through dispossession, massacres and other forms of violence, forced relocation to reserves and missions, forced labour and the forced removal of children from their families. The impacts of colonisation on Australia's Indigenous peoples are still felt today, and its legacies include widespread and significant intergenerational trauma.

**Domestic violence** – refers to acts of violence that occur in domestic settings between two people who are, or were, in an intimate relationship. It includes physical, sexual, emotional, psychological and financial abuse. *See also family violence.*

**Drivers** – the underlying causes that are required to create the necessary conditions in which violence against women occurs. They relate to the particular structures, norms and practices arising from gender inequality in public and private life, but which must always be considered in the context of other forms of social discrimination and disadvantage.

**Emotional/psychological violence** – can include a range of controlling behaviours such as control of finances, isolation from family and friends, continual humiliation, threats against children or being threatened with injury or death.

**Ethnocentrism** – the belief that one's own culture is superior to others, and has the right to impose its norms or tenets onto others. Ethnocentric attitudes and norms often manifest as judgement, prejudice and discrimination against individuals and/or groups, especially with concern to language, behaviour, customs and religion.

**Evaluation** – is the systematic collection of information about the activities, outputs and impacts of programs to assess their value to the strategy, improve ongoing implementation and use the knowledge gained to inform future prevention work.



**Family violence** – is a broader term than domestic violence, as it refers not only to violence between intimate partners but also to violence between family members. This includes, for example, elder abuse and adolescent violence against parents. Family violence includes violent or threatening behaviour, or any other form of behaviour that coerces or controls a family member or causes that family member to be fearful. In Indigenous communities, family violence is often the preferred term as it encapsulates the broader issue of violence within extended families, kinship networks and community relationships as well as intergenerational issues.

**Framework** – the conceptual structure underlying and supporting an approach to a specific objective, in this case, the prevention of violence against women and their children. A framework is typically made up of interrelated component parts or elements, all of which need to be in place to achieve the objective.

**Gender** – the socially learnt roles, behaviours, activities and attributes that any given society considers appropriate for men and women. Gender defines masculinity and femininity. Gender expectations vary between cultures and change over time.

**Gender-based violence** – violence that is specifically directed against a woman because she is a woman or violence that affects women disproportionately.

**Gender equality** – involves equality of opportunity and equality of results. It includes the redistribution of resources and responsibilities between men and women and the transformation of the underlying causes and structures of gender inequality to achieve substantive equality. It is about recognising diversity and disadvantage to ensure equal outcomes for all and therefore often requires women-specific programs and policies to end existing inequalities.

**Gender identity** – a person's deeply held internal and individual sense of their gender in how they define themselves in relation to masculine and feminine characteristics.

**Gender inequality** – the unequal distribution of power, resources, opportunity and value afforded to men and women in a society due to prevailing gendered norms and structures.

**Gender roles** – the functions and responsibilities expected to be fulfilled by women and men, girls and boys in a given society.

**Gender transformative** – gender transformative principles support actions to prevent violence against women and reduce gender inequality at the same time.

**Gendered drivers** – the specific elements or expressions of gender inequality that are most strongly linked to violence against women. They relate to the particular structures, norms and practices arising from gender inequality in public and private life. The gendered drivers are the underlying causes required to create the necessary conditions in which violence against women occurs. They must always be considered in the context of other forms of social discrimination and disadvantage.

**Gendered norms** – consist of a set of dominant beliefs and rules of conduct, which are determined by a society or social group in relation to the types of roles, interests, behaviours and contributions expected from boys and girls, men and women.

**Gendered practices** – the everyday practices, processes and behaviours undertaken at an individual or relationship level, organisational or institutional level and societal level that reinforce and perpetuate gendered norms and structures.

**Gendered structures** – the laws and systemic mechanisms that organise and reinforce an unequal distribution of economic, social and political power and resources between men and women.

**Healing** – recovery from the psychological and physical impacts of trauma. It is used particularly by Aboriginal and Torres Strait Islander people for whom this trauma is predominantly the result of colonisation and past government policies. Healing is not an outcome or a cure but a process that is unique to each individual. It enables individuals, families and communities to gain control over the direction of their lives and reach their full potential. Healing continues throughout a person’s lifetime and across generations. It can take many forms and is underpinned by a strong cultural and spiritual base.

**Heterosexism** – the belief and assumption that everyone is, or should be, heterosexual, and that heterosexual relationships and family forms are ‘normal’, ‘natural’ and/or superior to others. Heterosexist attitudes and norms result in both the privileging of heterosexual relationships and the conscious and unconscious exclusion of, and prejudice, discrimination and harassment towards lesbian, gay, bisexual and queer people, both by individuals, and at an institutional level in society. Because it is based on binary notions of sex and gender, heterosexism also reinforces prejudice and discrimination against transgender and intersex people and others who identify with non-binary notions of sex/gender.

**Impacts** – refer to changes sought through a project’s activities and outputs such as an increase in the skills of training participants to stand up against sexist comments in the workplace (practice change), improvements in workplace leadership for gender equality (structural change) or an increase in public discourse questioning traditional or rigid gender roles (norm change).

**Indicators** – translate the elements of the logic model into things that can be measured such as things that are seen, read, heard or found out about in some way.

**Inputs** – a project’s resources such as funding, staffing, policies, evidence-based practice, partnerships’ readiness and leadership for the work.

**Intergenerational trauma** – a form of historical trauma transmitted across generations. Survivors of the initial experience who have not healed may pass on their trauma to further generations. In Australia intergenerational trauma particularly affects Aboriginal and Torres Strait Islander people, especially the children, grandchildren and future generations of the Stolen Generations.

**Intersectionality** – a theory and approach which recognises and respects that our identities are made up of multiple interrelated attributes (such as race, gender, ability, religion, ethnicity, sexual orientation, sexual identity, and socio-economic status) and understands the intersections at which women, experience individual, cultural and structural oppression, discrimination, violence and disadvantage.

**Intimate partner violence** – any behaviour by a man or a woman within an intimate relationship (including current or past marriages, domestic partnerships, familial relations or people who share accommodation) that causes physical, sexual or psychological harm to those in the relationship. This is the most common form of violence against women.

**Logic model** – describes how a prevention strategy works: what the inputs, activities and outputs will be and how these will help achieve the impacts and outcomes.

**Monitoring** – refers in this Handbook to population-level tracking of progress, for example through quantitative national indicators.

**Non-partner sexual assault** – sexual violence perpetrated by people such as strangers, acquaintances, friends, colleagues, peers, teachers, neighbours and family members. See also sexual violence.

**Norms** – see social norms.

**Normalisation of violence** – where violence, particularly men’s violence, is seen and treated as a normal part of everyday life.

**Normative support for violence against women** – is expressed through attitudes, behaviours and systems that justify, excuse, downplay or tolerate such violence, or blame or hold women at least partly responsible for violence perpetrated against them.

**Outputs** – are tangible products arising from prevention activities such as events, training sessions, organisational policies and practices.

**Practitioner** – is anyone who is working on the prevention of violence against women or has the potential to work on prevention. A practitioner may be working on the prevention of violence against women as their primary role or their work on prevention may be integrated into an existing role, for example as a nurse, educator or community development worker.

**Primary prevention** – whole-of-population initiatives that address the primary (first or underlying) drivers of violence.

**Qualitative research** – is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions and motivations. It seeks to understand how the world is understood, interpreted and experienced by individuals, groups and organisations. It helps to explain the ‘why’ and is often richly descriptive, flexible, relative and subjective.

**Quantitative research** – is used to quantify a problem by generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviours and other defined variables and to generalise results from a larger sample population. Quantitative research uses measurable data to formulate facts and uncover patterns in research.

**Racism** – the systematic prejudice, discrimination and/or antagonism directed against someone of a different race, ethnicity, culture or religion. Racism can take many forms – attitudinal, institutional and cultural – and is based on the belief that one’s own race, ethnicity, culture or religion is superior to another. This may be explicit, but in the contemporary context is more often implicit (and therefore difficult to identify and counter), typically expressed as negative stereotypes and assumptions about particular individuals or groups and discriminatory organisational and institutional practices.

**Reflective practice** – is a process of consistently being aware of, and reflecting on, your own work as well as your position within your work. This means that any achievements, progress or problems can be identified early.

**Reinforcing factors** – factors which become significant within the context of the drivers of violence. These factors do not predict or drive violence against women in and of themselves, however when they interact with the drivers they can increase the frequency or severity of violence. See also drivers.

**Secondary prevention** – also called early intervention, this aims to ‘change the trajectory’ for individuals at higher-than-average risk of perpetrating or experiencing violence.

**Settings** – environments in which people live, work, learn, socialise and play.

**Sex** – the biological and physical characteristics used to define humans as male or female.

**Sexism** – discrimination based on sex and/or gender, and the attitudes, stereotypes and cultural elements that promote this discrimination. Sexism relies on rigid, hierarchical binaries of ‘male/female’ and ‘masculine/feminine’ that assign a higher value to men and masculinity, and consequently creates societies characterised by structural and normative **gender inequality** that systematically disadvantages women.

**Sexual violence** – sexual activity that happens where consent is not obtained or freely given. It occurs any time a person is forced, coerced or manipulated into any unwanted sexual activity, such as touching, sexual harassment and intimidation, forced marriage, trafficking for the purpose of sexual exploitation, sexual abuse, sexual assault and rape.

**Social norms** – rules of conduct and models of behaviour expected by a society or social group. They are grounded in the customs, traditions and value systems that develop over time in a society or social group.

**Socio-ecological model** – is a feature of public health and is used to demonstrate how violence is a product of multiple, interacting components and social factors. The model conceptualises how the drivers of violence manifest across the personal, community and social level and illustrates the value of implementing multiple mutually reinforcing strategies across these levels.

**Strategy** – this Handbook uses the word ‘strategy’ to describe prevention work. The words project, program, policy, intervention, initiative or other similar words all refer to a specific set of activities that are time-bound and planned, implemented and evaluated through a logic model approach.

**Structural discrimination and disadvantage** – the norms, policies and systems present within politics, the legal system, education, workplaces and healthcare that are intended to be neutral but in effect present obstacles to groups or individuals in achieving the same rights and opportunities available to the majority of the population.

**Systemic social inequalities** – a pattern of discrimination that is reflected within social norms and reinforced through law, education, the economy, healthcare and politics and results in privileging certain groups and individuals over others.

**Systems and structures** – are macro-level mechanisms, both formal (reinforced through government, institutions and laws) and informal (social norms), which serve to organise society and create patterns in relation to who has social and political power.

**Tertiary prevention** – supports survivors and holds perpetrators to account, and aims to prevent the recurrence of violence.

**Theory of change** – explains how to move through the actions that are necessary for complex and long-term social change, and the principles or assumptions behind those actions. It is a vision or narrative of how change will happen from the problem through to the solution.

**Validity** – in evaluation is the degree to which any measurement approach or instrument succeeds in describing or quantifying what it is designed to measure. A validated measure has been thoroughly tested to ensure that it is reliable, valid and sensitive to change.

**Violence against women** – any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life. This definition encompasses all forms of violence that women experience (including physical, sexual, emotional, cultural/spiritual, financial and others) that are gender based. See also gender-based violence.

# Endnotes

# Endnotes

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End violence against  
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