END VIOLENCE AGAINST WOMEN

A Different World is Possible:

Promising practices to prevent violence against women and girls

2011

End Violence Against Women Coalition

About the End Violence Against Women Coalition

The End Violence Against Women (EVAW) Coalition campaigns for governments at all levels around the UK to take urgent action to eliminate all forms of violence against women and girls. We are the largest coalition of its kind in the UK representing over 7 million individuals and organisations. A full list of members is on our website.

Acknowledgments

We are grateful to the organisations and individuals who participated in this research for generously sharing their time and expert perspectives. Thanks to all who sent responses in order to share their experience. Also thanks to members of EVAW, the EVAW Prevention Network and the EVAW board who provided insightful comments and contributed their expertise to this report. Somali Cerise and Holly Dustin provided expert input throughout the project as a whole. Special thanks to Dr. Madeleine Coy, Professor Liz Kelly, Janet Veitch, Kate Smith, Dr. Helen Baños Smith, Dr. Jane Ellis, James Smith and Elaine Hutton for their expert advice and support during the course of the project.

We are grateful to Comic Relief for its generous support of this project and to Amnesty International UK for its support in hosting EVAW.

Report author
María Baños Smith, Independent Consultant

EVAW relies on the generous support of individuals and charitable trusts to fulfil our objectives to achieve a vision of a world without violence against women and girls. If you share our vision and would like to support our important work, then please make a donation by visiting: www.endviolenceagainstwomen.org.uk

A Different World is Possible: Promising practices to prevent violence against women and girls.

Published by the End Violence Against Women Coalition

ISBN 978-0-9558609-4-2

End Violence Against Women
17-25 New Inn Yard
London EC2A 3EA

www.endviolenceagainstwomen.org.uk

Table of Contents

Introduction

Why prevent violence against women and girls?

- Up to three million women across the UK experience rape, domestic violence, forced marriage, stalking, sexual exploitation and trafficking, female genital mutilation (FGM) or so called honour violence each year.
- Over one in three people believe that a woman should be held wholly or partly responsible for being sexually assaulted or raped if she was drunk.
- It is estimated that violence against women costs society £40 billion each year in England and Wales.

Violence against women is perhaps the most pervasive violation of human rights in our society.[1] This violence bears significant costs – for the individual, for public services, society and the economy. Violence against women and girls (VAWG) is more prevalent amongst women in the UK than stroke, diabetes and heart disease.[2] Yet, the prevention of violence against women has been a historically neglected part of Westminster policy.

Violence against women and girls is preventable. The evidence suggests that VAWG can be prevented by addressing the multiple and intersecting factors that are conducive to the perpetration of violence against women and girls.[3] This involves changing social norms that devalue women and reinforce men's greater power; transforming rigid gender stereotypes, male entitlement and women's sexual objectification; and challenging attitudes in the immediate environment to tackle peer approval of violence and abuse.[4]

In the current economic climate, there is an indisputable business case for preventing violence. It is estimated that violence against women costs society £40 billion each year. The total of domestic violence alone in England and Wales in one year is £20 billion. This includes health and social services costs of £1.6bn, criminal justice system costs of £1.2bn, lost economic output costs of £2.3 billion and human and emotional costs of £15 billion.[5] The cost of sexual violence (not part of domestic violence) in a year is estimated to be £20.9 billion pounds, with each sexual offence costing an estimated £122,000 pounds.[6] Women and girls who experience violence endure significant physical, emotional, health, financial and social consequences. Violence causes physical damage ranging from death in extreme cases to miscarriages, broken limbs, and cuts and bruises. There is no doubt that the benefits of preventing violence in the first place will far outweigh the costs.

1 United Nations, Remarks of Secretary-General Kofi Annan to the Inter-Agency Videoconference for a World Free of Violence against Women, SG/SM/6919 WOM/1113, http://www.un.org/News/Press/docs/1999/19990308.sgsm6919.html, accessed 2 February 2011.

2 Taskforce on the Health Aspects of Violence Against Women and Children, Responding to violence against women and children – the role of the NHS (2010).

3 Hagemann-White et al: *Factors at play in the perpetration of VAW, VAC and SOV, A multi-level interactive model*, Annex to: European Commission, Feasibility study to assess the possibilities, opportunities and needs to standardize national legislation on violence against women, violence against children and sexual orientation violence, Publications Office of the European Union (2010). Available at http://ec.europa.eu/justice/funding/daphne3/funding_daphne3_en.htm, accessed 8 May 2011.

4 For further information on the factors contributing to VAWG please see Appendix A: Model of VAWG Perpetration, see footnote above.

5 Järvinen et al, *Hard Knock Life: Violence Against Women – a guide for donors and funders*, New Philanthropy Capital (2008).Costs in 2006/7 prices.

6 Järvinen et al, *Hard Knock Life: Violence Against Women – a guide for donors and funders*, New Philanthropy Capital (2008).Costs in 2006/7 prices.

The End Violence Against Women Coalition since its founding has called for prevention to be at the core of a coordinated and strategic response to VAWG, alongside adequate provision, protection and prosecution.[7]

What is the purpose of this report?

The key challenge for the prevention of VAWG is the limited evidence base on what is effective.[8] This is largely due to the lack of investment in interventions, research and evaluation from funders and governments. Despite this gap in evidence, there is currently a plethora of innovative and creative programmes operating in communities, schools and other sites that might be considered examples of "promising practice".

The purpose of this report is to highlight and explore examples of promising practice to prevent VAWG and share important insights from practitioners on the ground. The report is not an extensive overview of prevention work in the UK. Rather, it presents a selection of the work currently being undertaken, particularly at a grass-roots level. By focussing on these initiatives, we aim to draw attention to innovative projects that contribute toward preventing VAWG. Critically, the learning of practitioners provides a useful roadmap for policy-making by distilling the barriers and enablers of prevention work at a grassroots level.

This report profiles initiatives that employ a gendered and human rights approach, illustrating how these principles have been put into practice to prevent different forms of VAWG including sexual violence, domestic violence, female genital mutilation, sexual exploitation, sexual bullying, sexual harassment and gang-related violence.

Our analysis of the commonalities across these initiatives brings to light a number of important elements of promising prevention work: a gendered approach, an evidence-based approach, the promotion of community ownership, enabling marginalised and excluded parts of society, partnership working and sustainable approaches. Importantly, the research highlights the urgent need for investment in evaluation and monitoring by governments and funders to better understand and enhance the impact of initiatives. Further, sustained funding for initiatives remains a barrier.

We identified three sites of intervention:

1. **Education:** Preventing VAWG through education seeks to change attitudes that accept and normalise VAWG and promote relationships based on equality and respect. Prevention through education is also important for raising awareness of children's rights and ensuring the safety of girls in education. This includes alternative education provision.
2. **Community:** Preventing VAWG through community mobilisation and community capacity-building seeks to create local cultures of zero tolerance of VAWG with communities taking responsibility for prevention.

7 Coy, M., Lovett, J. and Kelly, L., *Realising Rights, Fulfilling Obligations: A Template for an Integrated Strategy on Violence Against Women for the UK*, End Violence Against Women Coalition (2009).

8 World Health Organization and London School of Hygiene and Tropical Medicine, *Preventing Intimate Partner and Sexual Violence Against Women; Taking Action and Generating Evidence* (2010).

3. **Media and public awareness:** Preventing VAWG through working with the media and public awareness increases understanding of VAWG and challenges myths that perpetuate the acceptance of VAWG amongst the general population. Focussing on the media is also important for addressing the negative gender stereotypes that are reinforced through the media that create a conducive context for VAWG.

The views and opinions expressed by the practitioners in the case studies do not necessarily represent the views of EVAW. Further, EVAW does not necessarily endorse the initiatives or organisations profiled in this research. By profiling these projects, we seek to share learning from practitioners across a range of settings.

Defining 'Promising Practice'

The following criteria for "Promising Practice" have drawn on and been adapted from criteria developed by UNIFEM and ActionAid who drew on their combined experience in programming, policy analysis and advocacy to identify common characteristics of strategies designed to prevent violence against women and girls.[9] The case studies in this report were chosen according to their fit with these criteria. Because the profiled initiatives vary in the degree to which they incorporate monitoring and evaluation into their programming efforts, we refer to the strategies they employ as "promising" rather than "proven" practices.

● Based on a gendered and human rights approach

Effective prevention interventions must address the root causes of VAWG – gender inequality and gender stereotypes. Promising practices should therefore be based on a gendered understanding of VAWG and seek to promote gender equality and address unequal power relationships between women and men. They should challenge norms that encourage or tolerate violence against women and girls in all settings and promote positive alternatives.

Interventions should promote the rights of women and girls to safety, freedom of movement, dignity, sexual autonomy, bodily integrity, non-discrimination, education and equal participation in decision-making. This can include creating spaces for women and girl's voices in the design and implementation of the project itself.

A human rights approach also emphasises accountability of the government, community or individuals for their part in tolerating, encouraging or perpetrating violence against women and girls. This can include increasing the capacity of women/girls to claim their rights effectively.

● Evidence-based

Promising practices should build on and contribute to the current knowledge base and recommended practices in VAWG prevention. Having clear objectives and measurable

9 UNIFEM and Action Aid, *Together We Must! End Violence Against Women and Girls and HIV & Aids. A review of promising practices in the intersection* (2009).

outcomes is important for monitoring the impact of prevention interventions. Monitoring and evaluation processes should be in place and the learning should be documented and shared where possible.

- **Sustainable and replicable**

Promising practices should leave in place the potential for ongoing impact. Initiatives should seek to be sustainable by supporting local capacity development, institutionalising the work and identifying opportunities for ongoing resourcing.

They should provide a model that can be replicated in different settings. This may include identifying the resources necessary to replicate the model.

- **Enable excluded sectors of society**

While VAWG affects women and girls from all walks of society, particular populations such as black and minority ethnic women, women in prostitution, young women, lesbian and transgender/transsexual women and disabled women experience additional layers of marginalisation and may be more vulnerable to particular forms of violence. Promising practices should aim to be inclusive and accessible to these groups.

- **Promote community ownership**

Promising practices should promote community ownership and shared responsibility for preventing VAWG. This may include building capacity to understand VAWG issues; to hold others accountable; to challenge gender norms and tolerance of VAWG; and to promote gender equality. This can include creating spaces for women and girl's voices in the design and implementation as well as the monitoring and evaluation of the project itself.

- **Partnership working**

Promising practices should embed the approach and the activities into broader frameworks by fostering links with other sectors and strands of work where appropriate.

Methodology

Aims and objectives of the research

- To identify and profile examples of promising practice, for the prevention of different forms of VAWG carried out in the areas of education, community mobilisation and capacity-building, media and public awareness.
- To identify the enablers and the barriers to prevention work.
- To distil the key elements of promising practice.

Research Methodology

Existing interventions were identified through a written (email) request. The following organisations / individuals were contacted:

- members of the EVAW Prevention Network;
- regional feminist networks;
- domestic violence and abuse forums and advisors;
- sexual violence strategy coordinators (or equivalent);
- Local Authority coordinators of work with women in prostitution;
- PSHE and Sex and Relationship Education Local Authority advisors;
- teenage pregnancy coordinators.

This was complemented by desk-based research of available literature which drew on the following: peer-reviewed articles and reviews; unpublished consultation; testimonials; policy documents; and evaluations. With regard to organisations featured in the case studies, face-to-face and telephone interviews were carried out. Limited resources meant that it was not possible to carry out site visits to the projects and programmes profiled in this report.

With the exception of Scotland, there is a knowledge gap concerning the prevention work currently taking place in the UK, and this project was not a mapping exercise. The research was limited to an analysis of prevention initiatives identified, in addition to descriptions and evaluations available from the literature. EVAW made a decision to limit the profiled initiatives to those led by the voluntary sector with the exception of the Dundee VAWG Partnership in the Education section which is an local partnership initiated by a Local Authority.

Case studies were selected according to the promising practice criteria outlined earlier and with the aim of including initiatives that worked on different forms of VAWG across the nations and regions of the UK.

Given the limited evaluations undertaken, it is not possible to assess the effectiveness or impact of the initiatives. Rather, by analysing initiatives through the lens of the 'promising practice' criteria, we highlight the ingredients that make prevention work successful, based on the experience of those carrying out the work. Further, the analysis highlights the barriers faced by practitioners on the ground.

Prevention through Education

Education work in schools and alternative education provision[10] is key to effectively preventing VAWG. There is a wealth of evidence which indicates that many young people not only accept or condone violence and discrimination but also have experience of it in their own lives. Many of those experiencing violence rarely name it or understand the contributing factors (see appendix A: Model of VAWG perpetration). We also know that young people do not feel that they are given sufficient information about sex, relationships and violence[11]; sex education is often limited to facts about biology and reproductive organs, pregnancy and sexually transmitted diseases, without broaching "complementary issues" such as power dynamics or the influence of emotions, i.e. the stuff of "real-life relationships".[12]

A 2006 ICM poll for EVAW found that 77 per cent of young people feel that they do not have enough information and support to deal with physical or sexual violence.[13] Almost all (93%) of the young people surveyed the same year by the NSPCC had received no information about sexual abuse during their sex education classes. This is alarming when we consider that a 2000 study found that over three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time it happened.[14]

Although educational settings are only one potential point of influence, they have an important role to play as "safe environments" in which children and young people feel able to openly discuss sensitive issues with their teachers and peers. Preventative education aims to challenge the "inevitability" of violence against women and girls. "*It goes beyond educational approaches which only look at ways that violence can be 'avoided' or victims can seek support once it has taken place, by aiming to stop male violence occurring in the first place"*.[15]

Education settings are places where gendered stereotypes and power dynamics are learned, reinforced and institutionalised but at the same time are location where change can begin. Gender pervades every aspect of school life, and shapes interactions between all members of the school community. At a time when young people are developing their social and sexual identities, preventative education involves challenging gender inequality and discrimination by clearly establishing which attitudes and behaviours are and are not acceptable.

There has been a great diversity of work in the UK to address VAWG through education. However, it has been difficult to draw firm conclusions about the efficacy or impact of the work because very few rigorous evaluations have been conducted or published.[16] Nevertheless, there is a growing knowledge base in England on how best to tackle VAWG through education. For example, Against Violence and Abuse are working with six grassroots projects funded by Comic Relief to build a stronger understanding and

10 Where an individual is attending a school not maintained by a Local Authority but which the authority is paying full tuition fees for.

11 ICM poll, November 2006, commissioned by EVAW: *A survey of 16 – 20 year olds in the UK and Wales* (2006).

12 Sex Education Forum, *Key findings: young people's survey on sex and relationships education* (Briefing paper) (2008).

13 ICM poll, November 2006, commissioned by EVAW: *A survey of 16 – 20 year olds in the UK and Wales* (2006).

14 Cawson, et al, *Child maltreatment in the United Kingdom: a study of the prevalence of child abuse and neglect* (2000)

15 Harne, L., *Sexual Violence and the school curriculum, in Women, Violence and Strategies for Action. Feminist Research, Policy and Practice*. Radford, J., Friedberg, M., Harne, L. (2000).

16 Ellis, J., *Preventing Violence Against Women and Girls: A Study of Educational Programmes for Children and Young People* (2004).

evidence base on a 'whole school approach' (see below), why VAWG prevention in schools is necessary and how best to do this work. Another example of work at a national level includes the Women's Aid Federation of England's 'Expect Respect' toolkit for all school years which contains one hour lesson plans from reception through to year 13 to examine gender stereotypes and harmful relationships. The toolkit has been used in over 20 local authorities across England with approximately 3000 young people, and has been rolled out across one Local Authority where it has been evaluated.

The case studies in this section focus on work at a local level. Interventions in this section of the report include projects which: embed gender equality across the school; challenge traditional notions of masculinity and promote alternatives; empower girls by providing positive approaches to sexuality. This primary prevention approach has been widely commended as more cost-efficient and successful in the longer term than initiatives which merely punish and/or dictate behaviour.[17]

A whole-school approach: Research from Womankind WorldWide

Womankind Worldwide have commissioned a variety of studies on the prevention of VAWG through education since 2004. Their research indicates that a "whole-school approach" is needed to create environments in which VAWG is not tolerated, and positive, respectful relationships can be fostered.[18]

One-off lessons or assemblies have limited impact if the messages promoted are not supported by other initiatives and the broader ethos of the school.[19] Teachers, students, parents, and the government (both local and central) need to understand and develop shared values, and be willing to act within a consistent framework. These values must address the root cause of violence against women. "*The problem for PSHE is that there are 100 more negative lessons being taught in the lunch queues etc. Gender issues are being reinforced during break and lunchtimes - we might be focusing on lessons and learning, but we are failing them outside. Many young people are just having to learn to cope with this place!*" (Teacher)

Steps towards building a whole school approach include: staff leadership, including placing responsibility for the work with a working group or within a senior manager's work strand; positioning the work to link to school policy frameworks, including schemes of work and priorities areas such as attainment, good behaviour, child protection, anti-bullying and social inclusion; working directly with students through input to the curriculum, peer-led advocacy and mentoring; researching and consulting with young people, staff and parents to gather data and achieve universal "buy in"; increasing awareness of the issues through staff training; developing a "shared language" within the school which is rooted in human rights and gender equality language.

17 Greytak, E., Educating for the prevention of sexual abuse: an investigation of school-based programs for high school students and their applicability to urban schools, Penn GSE Perspectives on Urban Education 1 (2003) Available at http://www.urbanedjournal.org/notes/notes0007.pdf, accessed 16 May 2011.

18 Dusenbury et al., (1997); Hester & Westmarland, (2005); in Maxwell, C.et al., A whole school approach to promoting gender equality and challenging violence against women and girls, A report and toolkit by Institute of Education, University of London and Womankind Worldwide (2010); Ellis, J., 'Primary Prevention of Domestic Abuse through Education' in Humphreys, C., Houghton, C. and Ellis, J. Literature Review: Better Outcomes for Children and Young People affected by Domestic Abuse – Directions for Good Practice, Edinburgh: Scottish Government (2008).

19 Maxwell, C.et al., A whole school approach to promoting gender equality and challenging violence against women and girls, A report and toolkit by Institute of Education, University of London and Womankind Worldwide (2010).

Southampton Rape Crisis, STAR Project: Raising awareness of sexual violence and rape

- **Gender equality, rights and 'healthy relationships' as a basis for teaching on all forms of VAWG**
- **Backing up work in schools with access to professional VAWG services**
- **Need for protected funding on perceived 'sensitive' issues.**

The STAR Project has been going since the year 2000. Each year over 6,500 young people in and around Southampton benefit from interactive workshops. Work takes place in schools, as well with housing and youth projects and Youth Offending Teams.

The STAR Project tackles a wide range of issues relating to sexual violence and relationships.

In 2000, the Home Office funded 54 projects as part of a VAWG programme. The vast majority focused on domestic violence, with just five covering rape and sexual violence. Of these, the Southampton Rape Crisis (SRC) Education for Young People programme was the only one which focussed on prevention. The programme is now known as the STAR Project (Southampton Talking About Relationships). Focussing on prevention is just one way that SRC has raised the profile of rape and sexual assault, put it firmly on the agenda for local government and schools alike, and in the process has emerged as a well respected expert voice.

In schools, housing projects, young offenders groups and BME young women's groups the STAR Project raises awareness of the issues surrounding rape and sexual abuse, promotes skills to negotiate respect and consent within relationships, and improves knowledge about appropriate services and support. Developing 'healthy relationships' is the starting point for all work with young people, including raising awareness of what is and is not acceptable. As project coordinator Michelle Barry explains,

> Young people think it's only rape when a man jumps out from behind a bush. It's important to strike the right balance between encouraging young people to be aware that anyone might harm, abuse, or take advantage of you - including people they know - and to not be constantly suspicious, but confident that they now know their body is their own and they will recognise unacceptable behaviour if it comes up.

Using a gendered perspective

STAR works to explore the complexities of sexual violence and how it affects young women and young men. While talking about the different (and gendered) pressures felt by girls and boys, STAR aims to build up vital relationship skills. These include knowledge of what consent means, the right to say no, how to say it and how to recognise when consent has (or has not) been given. The project aims to increase awareness of the links between unequal relationships and unwanted sexual experiences.

Young people explore gender stereotypes and the objectification of bodies in popular culture and the normalisation of violence within media including pornography. They are encouraged to explore how these influence the emerging sexualities of young people of both genders.

Partnership between the school and specialist VAWG services

STAR put their success in engaging both young women and men in change partly down to the fact that sessions are facilitated by both male and female workers who are seen by young people as part of the 'real world' outside the school. They bring in a collaborative and alternative model of male and female behaviours and sexual identities. Providing access to the SRC Counselling Service is another key to the success of their approach. '*A young person who is experiencing the issues we discuss can opt in or out as they please; they have the chance to listen to the information we provide and hear their peers discuss the issues, but they know there is a back-up place for them to go to.*' (STAR Coordinator)

The Counselling Service has also been paramount in bringing teachers on board. The biggest barrier to getting into schools has been fear of 'opening a can of worms'; with schools unprepared to deal with anticipated disclosures. In reality, a surge in disclosures to teachers never materialised. Instead, the biggest client-base for Southampton Rape Crisis is now young people; there has been a six-fold increase since STAR began work in schools.

Improving the accountability of schools and embedding VAWG issues

The positive cascade effects of STAR's interventions have been two-fold. Firstly, SRC has supported schools to work with their own in-house policies regarding the protection and safeguarding of children and these are no longer documents gathering dust on the shelf. In turn, the school's awareness of VAWG issues has increased, it has got to know its pupils better and this has helped them to deal with behavioural and attainment issues. In one primary school, a collaboration between SRC and the local domestic violence forum found that across two classes of 50 pupils, 47 percent had been exposed to domestic violence. Teachers were 'gobsmacked' because despite the nurturing and personal environment they had created, there was a critical side of their students' lives which they didn't know about.

> It's a no-brainer that young people need to talk about this stuff. If a young person is experiencing sexual violence, the fact their French homework isn't a priority, doesn't come as a surprise. (STAR Coordinator)

Secondly, STAR has demystified its Counselling Service to young people, who now know where to find understanding adults who will listen to and support them. '*U know u wanted 2 chat 2 someone that wouldn't share or tell about your problem? I've found out a place - it's called The Star Projec*t'. (Young woman, 16 yrs)

Sustainable presence in schools:

Over the years, Southampton Rape Crisis has successfully built trust with schools and the Local Authority. It works alongside other agencies which deliver other parts of the

Sex and Relationships Education curriculum. The STAR Project brings skills and knowledge that teachers lack; if it was not there, the issues would not be discussed and young people would be left to deal with sexual violence alone. And yet, funding for the continuation of the work is not guaranteed. Schools are offered STAR's services for free, and even then it has sometimes been an uphill struggle to achieve take-up. When individual teachers leave, the conversations around the benefits of STAR must start all over again. In the future, schools will hold budgets for this kind of work and it will be up to them to decide whether or not the investment is worthwhile. Once teachers are exposed to the benefits of The STAR Project's cascade effects on behaviour, they make the link to attainment. The concern here is whether or not funding decisions will be *informed* by recognition of the multiple ways in which children and young people's lives are affected by VAWG, and the multiple benefits of addressing it explicitly.

the nia project: Working with boys to challenge attitudes that condone VAWG

- **Exploring issues of power and control**
- **Healthy relationships versus pornography**
- **Hearing boys out: looking beyond the masculine "roles" they play**

The Young People's Worker at **the nia project** provided training and awareness-raising to young people in the community and in schools across London, as well as to primary and secondary teachers to enable them to respond effectively and appropriately to violence against women and girls, with a focus on sexual exploitation. The work was carried out between 2007 – 2010.

Through their sexual exploitation project, **the nia project** reached 1717 young people, 20 schools and Pupil Referral Units participated and work took place in 17 different community/informal settings, e.g. youth clubs, youth offending teams and BAMER groups.

> "It became clear that the boys were the products of their social environment. Boys particularly are responded to in relation to the behaviour they present, rather than what their vulnerabilities might be. And unfortunately what they present is likely to be the type of behaviour they think they have to maintain as young men to ensure they are accepted and not humiliated". (Abigail Billinghurst, **the nia project**)

Here we focus on work with young men to explore and challenge their attitudes towards girls and women and increase their understanding of issues around sexual exploitation. **the nia project** has experience of working with young people to prevent VAWG from a gendered perspective. It works in a variety of settings, including: schools, youth centres, Pupil Referral Units, and Youth Offending Services. Recently, the organisation was called into a school to work with a group of 13 year old boys who had been involved in an alleged incident of sexual assault. The boys were reported to be dominating spaces

in the school and getting involved in sexual exploitation and violence. **the nia project** was viewed as a local resource which enabled the school to address the issues with a view to changing the behaviour of the young men, and being seen by the school and local community to be addressing the issues. This is an aspect of prevention work which is seldom foregrounded, but is a visible way of holding perpetrators to account and communicating to all that VAWG is not acceptable.

Exploring the gendered dynamics of power and control

Enabling boys to understand that VAWG is an abuse of power and that this is not acceptable is central to this prevention intervention. Rather than alienating young men the approach taken revealed that they were clearly aware of power differences and how these are constituted: "*They identified where different types of power are held, and how – by physical strength, by your title (being president) and also by intellectual strength*". The boys were then enabled to connect these markers of power to the issue of consent, including what consent looks like and factors which may prevent people from giving it. When asked about rape and why it happens, the young men's responses reflected common "myths", e.g. "*because people are horny*". Further input built awareness that rape is about power and control, not male sexuality or sex drive.

While the boys were readily able to understand these issues in the abstract, getting them to relate the content to their own lives was challenging. The boys' language and behaviour did not always reflect the knowledge they had developed from the sessions on sexual exploitation, consent and power.

"*The boys all seemed to understand the basic concepts we were discussing, they understood the laws around consent and sexual activity, and they took broad lessons about discrimination and the law and pressure. It seems that as soon as they got together as a group, their language and reference points changed, they become more explicit, less respectful and expressed worrying ideas*". (Abigail Billinghurst, **the nia project**) In the absence of consistent messages – including challenging sexist language and behaviour as part of the day to day business of a school – the boys reverted all too easily to their previous patterns of thought and behaviour.

Masculinity and gender stereotypes

One session involved boys drawing up two lists of "acceptable behaviours", one for boys and one for girls. While the boys were easily able to identify equality issues, many of their responses were based on gender stereotypes, e.g. that young women should be more responsible regarding their sexual behaviour than young men. At the same time they spoke about having to pretend to be sexually active for fear of being called "gay", or other terms that they classed as derogatory. **the nia project** were concerned that:

> *"if young men's sexual behaviour is exploitative and laced with sexual violence, there is not a sense that they should take responsibility for their actions, but rather they are living up to the expectations of young men in our society and in friendship groups"*. (Abigail Billinghurst, **the nia project**)

Healthy relationships vs. pornography

Research suggests that the average age of first exposure to pornography for boys is lower than 11 yrs old. A recent YouGov survey found that 27% of boys are accessing pornography every week.[20] More than half (58%) of all 14-17 year-olds have viewed pornography online, on mobile phones, in magazines, movies or on TV.[21] **the nia project** discussed with the boys whether young people learn about sex from "porn sex". In this session the underlying messages of porn were explored including the portrayal of sex as something extreme and violent in the absence of love, affection and respect. However, boys felt that porn taught them something about the physical aspect of sex and that people in porn "loved having sex and being 'horny'". "*Throughout this whole conversation the boys were inquisitive in a sensible way; they seemed to genuinely want to know what the differences were between real life sex and 'porn sex'. This was interesting because this sent me a very clear message that actually these boys need a space where they can get answers to their questions, that if they can't get information about sex from a reliable source, they will look to porn to seek out the information they want and need.*" (Abigail Billinghurst, **the nia project**)

This session led **the nia project** to highlight the disparity between boys' "mythical" understanding of sex accessed through porn, and their real "wants" and feelings around their own relationships. Boys were encouraged to talk about whether the qualities they hoped for in their own relationships were consistent with the messages that porn sends about sex. This also provided a context within which to discuss what a healthy relationship looks like, with many of the boys noting that the relationships they aspired to were not like the ones seen in porn.

Safe spaces for boys and young men

The boys' feedback was striking; pressure to adhere to masculine stereotypes clearly has an incredibly negative impact on boys. Almost all the "negative" feedback focused on a dislike of other boys acting in ways they had previously associated as male gender roles during the earlier sessions. They did not like it when other boys were: "*being silly*", "*getting carried away*", "*cussing*" during the group work. They also mentioned "*too many jokes*", and "*group behaviour*" as negative points. **the nia project** facilitator commented "*What these boys seem to have appreciated is a space where they are not incriminated, where they are not shouted at, but where someone takes them seriously, negotiates with them and respects their views – even if those views are challenged*." By keeping discussions general and not focussing on the boys as specific individuals, they were enabled to explore the issues and comment on what they thought young people experienced in "real life", without having to defend their own reputation or experience. The approach allowed for dialogue and the expression of different views, while holding a strong line about the unacceptability of VAWG. The practice of **the nia project** here offers a model of how to engage young men in ways that enable them to reflect on how gender stereotypes place unrealistic expectations on them, thus opening up space where they can choose to 'do masculinity' differently.

20 Papadopoulos, L., Sexualisation of Young People Review, Home Office (2010).

21 YouGov "Sex Education" survey for channel 4 (2009).

The overall learning working with boys who have immediate access to explicit pornographic material, is that they come to relate power and control through sexual aggression as "normal" and "expected" behaviour. Despite the evidenced value of working with young men, the impact (particularly of short-term targeted work) is constrained by the fact that young men move back into a world where prevailing attitudes and behaviours accept and condone VAWG. In a world where boys and young men are socialised from a very young age to conform to narrow gender stereotypes associated with sexual dominance and lack of emotion, it is essential to create safe spaces in which they can explore and question these social norms. As Abigail Billinghurst from **the nia project** points out: "*The group of boys were products of their socialisation. How can we expect young people to be responsible unless we give them information to make responsible decisions?*"

Dundee Violence Against Women and Girls Partnership: Embedding prevention across schools through multi-agency partnerships

- **Young people leading the process to embed prevention in schools**
- **Highlighting the relevance of gender equality across the curriculum**
- **Partnership working to draw in broad expertise**

The Dundee VAWG Partnership was launched in 2009. It aims to embed VAWG issues within local strategic planning structures including within school curricula. The Partnership supported all nine secondary schools in Dundee to take part in a consultation day on domestic abuse and its impact on child rights called "Our Rights". A pilot to embed violence against women and into the Curriculum for Excellence is currently underway in one cluster in a Nursery, a Primary and a Secondary school.

In order to reflect its broader aims, in 2009 the Dundee Domestic Abuse Forum renamed itself the Dundee Violence Against Women Partnership. The new name was also a recognition of the links between different forms of violence against women and girls. The partnership aims to embed VAWG work within local strategic planning structures. They also integrate gender equality, child rights and anti-discrimination into the work of schools at primary and secondary level.

Multi-agency Partnership

Working in partnership has ensured that common aims are shared across departments and workstreams: for preventative education to be embedded across schools in Dundee. The Dundee Violence against Women Partnership took their idea to schools through their Children and Young People's Working Group. The Group was formed with members from both the statutory and voluntary sectors, including: Tayside Police, NHS Tayside, Dundee City Council's Housing and Social Work Departments, Dundee Women's Aid, Barnardo's Domestic Abuse Initiative and Barnardo's Face Project. The group organised a consultation process, called "Our Rights", across Dundee secondary

schools. Each school led a project on issues around domestic abuse, and its impact on children's rights.

Investment in careful planning and the building of relationships was vital to the consultation's success. Considerable time was taken to attend meetings in all of the secondary schools in different "Cluster Areas" of Dundee. Individual schools appointed a representative; some schools linked the work to art and drama classes, some to dance classes, and others to their Award Scheme Development and Accreditation Network (ASDAN) groups. The planning stage took ten months, during which time children and young people learned about domestic abuse and children's rights. Information was gathered on their levels of understanding, whether they knew where to get help or advice, how they would like information delivered in schools. Furthermore, and importantly through this exercise the partnership built up links with schools.

Embedding gender equality across the curriculum

The time invested paid off: "*Schools were pleasantly surprised at how easily the work fitted in to the 'Curriculum for Excellence' and how already established outcomes could be enhanced*." (Tracey Hutcheon, Children and Young People's Development Worker)

For schools across the UK, domestic abuse generally fits best into the area of the curriculum that covers Health and Wellbeing; more specifically: looking at healthy relationships, developing self awareness and self worth, managing change, building reliance and developing social skills. "*We knew that gender equality and child rights were relevant to everything that goes on at school, but even we were taken aback at just how different each school's presentation at the consultation event was: poems in English, a house was created in art illustrating a different form of violence in each room, plays in English and Drama departments, songs through English and music departments. Some young people produced a presentation on the statistics around domestic abuse*." (Tracey Hutcheon, Children and Young People's Development Worker)

Young people's voice informing policy

Children and young people said that messages should be delivered at a much earlier age, and that they wanted to be part of the process of changing delivery in schools. They also requested further consultation. Through the "Our Rights" consultation process, young people realised that their ideas and voices were important in influencing future change, reflecting what can be achieved through implementing the important principle of participation in the United Nations Convention on the Rights of the Child.

The involvement of the Education Department in planning the event, including the day itself, was crucial to the strategic roll out of gender equality and women's rights across the curriculum. The Partnership is now coordinating a pilot in nursery, primary and secondary schools. The VAW Partnership are providing the teachers with knowledge of gender inequality and domestic abuse and delivering training sessions for schools and teachers. The content is informed by the "evidence" gathered at the consultation event, i.e. the changes that children, young people and teachers said they wanted to see. Parents and community groups are also being actively consulted. A range of stakeholders

have arrived at a shared long term goal: to have consistent VAWG prevention messages delivered to all children and young people throughout the City of Dundee.

Song written and recorded by a young person attending Morgan Academy, Dundee, played at the "Our Rights" event

Make My Day

It all begun when I saw my dad hit my mum
Through a key hole I'd look
To see my mum's life being took, you see

Sometime I'd have to run
He'd take his belt off and say you're next son
Can't quite describe the fear
Whenever that man is near

Sometimes he'd say go to your room
Get half way through then
Boom, boom, boom then smack, smack,
Boom
The best would crack her near the eye

It's this man, I pure despise
The neighbours say they can hear her cries
Tear drops dripping from her eyes

Me on my own I sit in silence
Whenever I'm away from the violence
Think of a place by myself, with nobody else

In school it travels the news,
About me and how I've got a new bruise
On my cheek a little to the left

I'm actually considering death
Cause suicide, seems like the only way
To make my day
To make my dad pay

No-one listens to what I say.....!

Southall Black Sisters: Working with excluded sectors of society to challenge multiple forms of inequality, including racism

- **Training of education and other professionals on violence against BME women and girls is vital**
- **Understanding the intersection of race and gender equality achieves community "buy-in"**
- **Embedding VAWG prevention across school activities**

Southall Black Sisters (SBS) have undertaken local grassroots preventative education work on violence against Black and Minority Ethnic (BME) women in the Southall area for over 30 years reaching several schools and hundreds of students in the local area. SBS currently work with two secondary schools.

SBS raise awareness of violence against BME women and girls, by delivering messages in the classroom directly, or working with teachers to do this; they aim to change student and teachers' attitudes and beliefs which condone or support discrimination and violence.

Standing at the intersection of race, gender and class, Southall Black Sisters (SBS) has spearheaded campaigns on a range of issues, from abused women who kill (such as the celebrated case of Kranjit Ahluwalia) to the dangers posed to women by the rise of religious fundamentalism. Since its foundation in 1979, SBS has undertaken local grassroots preventative education work in the Southall area. The organisation has particularly focussed on between focussed and working with the minority community of South Asian women and girls, as well as an increasing number of Somali and other African-Caribbean women. The aim of SBS' work is to create long-term attitudinal and behavioural change among young people. It does this by challenging social, religious and cultural values and practices which justify violence against women within minority communities, as well as gender and racial inequality and stereotyping more generally.

Talking about race and gender in the classroom

This approach of SBS is to give young BME people the chance to discuss what issues are important to them and move on from there. The work in schools provides a space to explore how young people perceive violence against BME women and girls in the context of their communities and wider society. Discussions around sexism and pressures to "be" or "act" in gendered ways take place alongside debates about how young people feel they are affected by racism. SBS highlight the links between the two forms of discrimination. Young people learn about the myths and realities of healthy and unhealthy relationships and definitions of different forms of VAWG. "*It is very important to provide young people information as there can be considerable confusion around these issues. A common myth is that religion and culture are the causes of Forced Marriage and Honour Based Violence, or even that religion does not allow Forced Marriage, whereas in reality gender inequality is the cause of these abuses and conservative interpretations of cultural and religious beliefs often justify this practice. Some young people are not aware FGM is illegal*." (Hannana Siddiqui, who manages the schools project at SBS) The work contributes

towards changing attitudes and behaviours and empowering young people to raise awareness in their school and communities.

Embedding gender equality into the curriculum, the "whole school" and wider agencies

SBS frames its work in terms of generic 'Healthy and Positive Relationships,' within Personal, Social, Health and Economic Education (PSHE) or the Personal Development Curriculum (PDC). Thus, topics perceived as 'taboo' (such as harmful traditional practices like forced marriage, female genital mutilation, dowry-related abuse and so-called "honour" based violence), can be safely discussed in the classroom. Whereas teachers tend to be supportive "...the fault-line lies with the parents. *Teachers are afraid that they will withdraw their children from the class. Some teachers assuage parents' fears by delivering the material themselves in the context of promoting 'positive relationships' (with some training from SBS). Other times SBS deliver the class with the support of a teacher*" (Anita Bhardwaj, schools project worker, SBS)

The SBS 'name' can act as a barrier to work in schools; however, it also has advantages. If girls and young women disclose violence to SBS, schools can refer them for support and advice, safe in the knowledge that the organisation offers an expertise not available elsewhere (a confidential specialist service). SBS' work in schools also introduces a younger generation to questioning of cultural and religious norms that justify violence against BME women; SBS is therefore also an access point for younger women to understand issues of gender equality.

SBS' ultimate goal is for schools themselves to have a greater understanding of students' needs, and develop systems to address them, "*especially as strict family and community controls often deny [students] access to help through other means*." (SBS) SBS help organise whole-school events, encourage displays of public information (posters, leaflets and electronic based information) as well as enhanced procedures and policies to recognise, prevent and address specific forms of violence against BME women. One of the biggest challenges facing SBS is teachers' lack of time to undergo the training offered. That is why SBS has developed its own classroom materials as a guide for teachers. It also plans to develop an accredited multi-agency training pack for teachers (relevant to PGCE, in-service and Continued Professional Development). The resources will be relevant to a multi-agency framework which links with other related professionals, such as counsellors, social workers and police officers. This would ensure the sustainability and "replicability" of the SBS model, and reflects the promising practice criteria of embedding the work within more generic provision.

Intersectionality

"*Comparing VAWG with racial violence is one way of getting the community to listen: if they view racial violence as unacceptable, people come to see VAWG isn't acceptable either. They realise that the same principles of discrimination and abuse of power are behind both*." (Hannana Siddiqui) SBS hopes that by sparking discussion in school about how BME and gender identities intersect, young people can understand how gender inequality and racism are linked to VAWG. SBS enables teachers and young people to question gender inequality in the name of culture or religion within the human

rights framework. By creating alliances with teachers, and raising awareness of the issues within the community, SBS is able to inform, educate and empower women and girls – and to bring the community on board.

Tender: Using art and drama to challenge young people's attitudes about domestic violence and sexual violence

- **Exploring gendered dynamics of power and control through drama**
- **Building an understanding of girls' and women's rights**
- **Building the capacity of young people and teachers to create a community which does not tolerate VAWG**

Launched in 2003, Tender have worked in over 100 schools. Tender works with young people, teachers, youth workers and London borough councils across Greater London.

Tender promotes healthy relationships based on equality and respect using drama and education to prevent domestic violence and sexual violence. They offer violence prevention programmes for young people and domestic violence awareness training for adults. Their projects empower young people to actively promote healthy relationships in their schools, Pupil Referral Units and in youth centres and refuges.

"*91 percent of teachers have reported positive changes in their students. We've been told that young people are more respectful, better at working together in groups and less likely to resort to violence at school. But this is part of a much longer process – we can't prevent violence against women and girls overnight. And this is why it means so much to us when teachers say they're delivering the project themselves. It's the next step to real social change*." (Nikki Rummer, Evaluation and Development Manager, Tender)

Tender aims to prevent domestic violence and sexual violence by raising awareness and supporting young people to explore healthy/unhealthy relationships through peer-education drama performance. Tender brings an innovative approach to violence prevention and human rights advocacy. The organisation uses drama and the arts to empower young people to become champions of healthy relationships. Young people are mentored by Tender's experienced artists who bring expertise in their respective fields, as designers, writers, film producers and actors. With intensive support from these artists, young people produce quality education materials for generating social change by engaging other young people, and challenging decision makers within their schools. In every school, young people create and perform a play which explores issues around healthy and unhealthy relationships, and expresses their understanding of what respect and equality look like.

Using drama in the classroom

It has long been recognised that drama is an excellent tool through which to explore power, status and violence in relationships because it enables young people to develop empathy by "stepping into the shoes" of victims; drama provokes young people to creatively answer

questions such as, 'What would you do?' or 'What do you think would happen? The project opens a dialogue in which young people draw their own conclusions; it also empowers young people to be role models of positive change. This approach transforms the participant from a "spectator" – who observes, discusses and holds opinions – to a "'spectactor," who analyses a situation and is then able to rehearse strategies to change it.

Challenging young peoples' attitudes

Tender bases the content of its work on feedback from young people and school staff. Over the past seven years, the organisation has identified a "*high prevalence of ingrained tolerance towards violence and abuse*," among girls as well as boys. Data collected before the project found that 21 percent of students felt it was "sometimes ok for a man to hit a woman if she has slept with someone else". Meanwhile, 41 percent of students thought that women and girls "sometimes encourage violence by flirting" and 40 percent "by nagging and arguing". Work with young people challenges these attitudes by sharing the message that violence is always the responsibility of the abuser. A recent two-year external evaluation, carried out in 39 participating secondary schools, found "*a significant reduction in young people's attitudes of tolerance towards abuse*."[22]

Gender inequality as the key driver of all forms of VAWG

"*Young people have a strong sense of their rights in relation to the school as an institution – for example, that it's not ok for a teacher to hit a student - but they're frequently less clear about their rights within personal relationships. We're working with young people to question this. Too often, young people see abuse as 'normal' within a relationship and they draw on ideas about the differences between men and women to justify it*." (Nikki Rummer, Tender)

In Tender's workshops, young people explore gendered stereotypes such as "submissive" women and "aggressive" men in order to think about the way in which power is expressed in relationships. They are encouraged to break down commonly held beliefs which "excuse" violence against women, or lay the burden of blame on women themselves. The message is brought home to young people by asking them to define healthy interactions, and then compare these definitions with the way in which they interact with one another *now*. The project begins by looking at inequality in relationships, rather than violence, because awareness of the latter is already quite high. But then the project goes on to make the less well-known links between inequality and *different* forms of men's violence against women and girls. The aim is to empower young people to make positive choices about their immediate – as well as future - relationships.

Towards a sustainable impact

The excitement and energy from performing a school play can disappear once the play has ended, unless the play's messages are embedded in the school. One way of doing this is for the young people themselves to continue to deliver the message to their peers; the fact that they design and perform the play makes this more likely to happen. "*We encourage young people to take the peer to peer work further: one school did a*

22 CRG Research Ltd, *An Independent Evaluation of the TRUST Education Project* (2009).

fundraiser which raised VAWG awareness around the school, others have organised Q and A sessions and workshops." Nikki Rummer, Tender. Through Tender's "Ambassador Scheme", young people develop media campaigns using Twitter and Facebook, and have helped launch a new website which provides a place for young people to keep engaging with Tender, and even upload and feature their own work.

Building capacity through staff training in Pupil Referral Units, hospital schools, youth centres and young mothers groups is also part of their work. Tender invite Local Authorities (e.g. child protection, teenage pregnancy, healthy schools and domestic violence coordinators) to performances so that they are aware the work is happening and they are encouraged to promote the work – "*We are chipping away to raise awareness, to increase the profile of VAWG as an important issue, and to enable teachers and decision makers to see for themselves that this work can have an impact*". Nikki Rummer, Tender. Teachers helped design an information and lesson plans pack which remains within the school. Further related material has been embedded in the curriculum and whole departments' work-plans, which means it will continue even if individual teachers leave the school.

Student comments:

Before the project, comments from students included:
"*I don't think a man should ever hit a woman because its [sic] not right but maybe if a woman cheated on him then maybe, yeah, she'll [sic] deserve it."*
"Sometimes they can provoke the person or give them false hope. Because some girls dress like sluts and they act all flirty so then obviously boys will rape them or whatever."
"If a woman is unfaithful, but not a proper beating, just a slap."

Following the project, feedback from young people has included:
"*I have learnt about the excuses and why people stay. By doing this project I think that if I ever got into a relationship that involved violence that I would now have the confidence to just say no and leave."*
"I have learnt a lot and it is by doing activities instead of just like looking in a book."
"It has prepared me for any possible relationship problems ahead and has had a good impact on my confidence."

Feedback from teachers:
"*The male students are far more reflective about the use of violence. They think more about it and the female students are far more self-assured."*
"Some girls were already in an abusive relationship and were able to extricate themselves from them by the end of the project."
"The project had a very good impact on the boys. Even though they are quite young, many of them have problems related to what the project covers, so it was hugely beneficial to get the group talking about the issues and their own experiences."

Prevention through Community Mobilisation

"Ending VAW means changing the community norms and cultural attitudes and beliefs that give rise to men's abusive behaviors toward women and that permit it to persist" (Heise et al.1999, 38).

The belief that boys and men are naturally aggressive, while girls and women are comparatively passive, perpetuates the acceptance of violence against women and girls as "natural and inevitable." VAWG is normalised in many communities to the point that women and men do not identify it as a problem or a violation of rights; it is taken as a fact of life. Communities play a key role in creating and perpetuating these minimisations, permissions and falsifications.[23] They can therefore also play a role in challenging the status quo, questioning the gender norms and beliefs which excuse male violence, and creating a culture that takes a strong stance against VAWG.

If we understand VAWG as a cause and consequence of women's inequality, then it is the context of women's lives that we should aim to influence, in order to prevent VAWG.[24] Communities, family networks and neighbours are also the "first site of response" for women facing violence. Building the understanding and capacities of community structures to not only support women but also become allies in seeking gender equality is critical to developing a holistic and sustained response to the issue.[25]

This means working to inspire communities to believe in and promote equality and mutual respect in relations between women and men, including within families and in intimate relationships. Individuals are much more able to take a stand against violence where they feel that some of their peers will support them – here we are seeking to build the kind of enabling social environment which has proved so effective in FGM prevention work in Africa.[26] This also links to research which shows that the choice to use violent behaviour is influenced by perceptions of how behaviour will be perceived by others and how they might react to it.[27] For example, cross-cultural studies indicate that a strong predictor of societies with low levels of violence is whether family and community members would intervene if a woman was being attacked/harassed.[28] Impunity should be understood as applying not just to the lack of sanctions by the state, but at all levels and layers of social life. The challenge in primary prevention will be to find ways of building individual, organisational and community capacity and willingness to act and speak out on VAWG.

23 UNIFEM and Action Aid, *Together We Must! End Violence Against Women and Girls and HIV & Aids, A review of promising practices in the intersection* (2009).

24 Michau, L., Approaching old problems in new ways: Community mobilization as a primary prevention strategy to combat violence against women. *Gender and Development*, 15(1), 95-109 (2007).

25 UNIFEM Regional Scan, South Asia, in UNIFEM, *Not a Minute More. Ending Violence Against Women* (2003).

26 UNIFEM, *With an End in Sight: Strategies from the UNIFEM Trust Fund to Eliminate Violence Against Women* (2000); Michau, L., Approaching old problems in new ways: Community mobilization as a primary prevention strategy to combat violence against women. Gender and Development, 15(1), 95-109 (2007); Victorian Health Promotion Foundation (VicHealth), *Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victoria* (2007); For example of work on FGM prevention in West Africa see http://www.tostan.org/

27 Victorian Health Promotion Foundation (VicHealth), *Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victoria* (2007).

28 Heise, L., 'An integrated, ecological framework', *Violence against Women* 4(3): 262- 290 (1998).

Whilst appropriate, inclusive and effective laws and policies are a critical component, they need to be complemented by community "buy-in" and support.[29] It is in this way that they can be truly seen as setting the boundaries of what is and is not acceptable.

The initiatives profiled in this chapter actively engage targeted communities in recognising how they can act to communicate that VAWG is not acceptable. They employ diverse strategies in varied contexts, but they share some important similarities. Through open and engaging discussions with specific populations, such as young men, students or employers, the interventions cultivate these communities' awareness and enhance capacity and mobilisation.

Scottish Women's Aid: Engaging young bystanders to challenge VAWG

"*I knew it didn't feel right and now I feel confident cos I had space to think about it. I can explain what I mean now when I hear someone say 'dirty slut' and how dangerous that language can be*" (Participant, Bystander Training)

Scottish Women's Aid work in partnership with a range of organisations to raise awareness of VAWG issues amongst the student population and build capacity to stand up to VAWG. Traditionally, prevention strategies and policies have been aimed at influencing the behaviour or attitudes of potential victims, perpetrators of violence, or targeted groups. The focus is primarily on education and awareness-raising, to help individuals and small groups to re-examine their attitudes and beliefs and change deep-seated beliefs and behaviours.[30] However, on their own the impact of these strategies at a societal level is limited. And yet changes at a societal level are critical to the prevention of violence.

Promoting community responsibility and ownership

Scottish Women's Aid, LGBT Youth, Rape Crisis Scotland, White Ribbon Scotland and Zero Tolerance are co-ordinating Scotland's first bystander programme aimed at higher and further education students. This piece of work has involved consultation with a range of agencies. A number of organisations have developed an innovative programme which aims to create a critical mass of individuals who will endorse and engage in behaviours that are proactively and visibly intolerant of violence. They give 'bystanders' the skills and confidence to become active in standing up and speaking out against gender - to make it gender-basedbased violence and abuse.[31] This approach draws on one of the core theories of prevention in creating new social norms.

A key challenge in working at a social level is creating a sense of responsibility for VAWG. Unless people feel personally affected by the problem, they are unlikely to feel ownership of any proposed solutions. While change begins with the individual, it cannot happen more broadly without the involvement of groups. "Only when individuals' private conversions are brought into public awareness – only when they

29 UNIFEM, *With an End in Sight: Strategies from the UNIFEM Trust Fund to Eliminate Violence Against Women* (2000).

30 Michau, L., Approaching old problems in new ways: Community mobilization as a primary prevention strategy to combat violence against women. *Gender and Development*, 15(1), 95-109 (2007).

31 Victorian Health Promotion Foundation (VicHealth), *Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victoria* (2007).

realise that their new attitudes are shared by their peers – will they feel at liberty to act on them".[32] With VAWG, this means letting go of entrenched attitudes which minimise and ignore violence and replacing them with new standards. It also means finding individuals who are willing and able to take on the role of leaders, and push the agenda forward.[33]

Building the capacity of student leaders to challenge VAWG

The programme called 'Get SAVI' aims to empower student communities to integrate a bystander approach into universities across Scotland. "*We are beginning by engaging with student leaders and activists who are already VAWG champions and nurturing them to pick up the tools we've developed. We hope they will take them back to their universities and implement them there*". (Ellie Hutchinson, Prevention Worker, Scottish Women's Aid)

Students responded to an advert which asked: "*Bored of hearing sexist jokes? Worried about a friend's behaviour? Feel like you need 'superstrength' to stand up and speak out?*" and were invited to attend a training weekend. This offered the opportunity to explore VAWG from a gendered perspective and to think about the links between sexist jokes and a culture which condones violence. Ultimately, the programme aims to reach people who don't think VAWG is an important issue.

During the sessions, students develop their own intervention strategies. Recognising that it is difficult for people to take action or speak out is crucially important. Research suggests that the barriers for intervening or challenging behaviour are multi-faceted and include: men's fear of other men; social punishment for speaking out; not having the confidence or language to challenge; and 'keeping quiet' being reinforced by societal, community or institutional norms.[34] This is why the programme is phased, firstly focusing on increasing participants' understanding of gender equality and the continuum of VAWG, then exploring what effective intervention strategies might look like, through to how to take action at the institutional level so that universities take up the programme.

"To be completely honest; I have been a repeat bystander, not saying anything about sexist or homophobic remarks. The course helped me realise that not reacting is still a response; by remaining silent I was allowing discriminatory attitudes to continue unchallenged, implicitly saying that they were OK." (Participant, Bystander Training)

Providing practical steps to challenge VAWG

Part of the approach is raising awareness that a community response is possible and there are resources that can be drawn on. Instead of thinking "do" or "don't" intervene, students are encouraged to think about what words are safe to say using the '4 'D's': Directly challenge, Delegate, Distract and Delay. To delay is best when it doesn't feel

32 Hogg and Terry, 2000, in Victorian Health Promotion Foundation (VicHealth), *Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victoria* (2007).

33 UNIFEM, *With an End in Sight: Strategies from the UNIFEM Trust Fund to Eliminate Violence Against Women* (2000).

34 Kaufman, M., 'Building a movement of men working to end violence against women. Development' 44.3, *Violence Against Women and the Culture of Masculinity* (2001); Katz, J., The Macho Paradox. Why some men hurt women and how all men can help, Sourcebooks Inc (2006); Banyard et al, (2005). Rape Prevention through bystander education, University of New Hampshire, USA.

appropriate then and there, for example it may be easier to speak to a lecturer in private than sticking your hand up in the middle of a lecture. At other times, it may be more effective and safer to delegate to the police. "*I now recognise that as well as a continuum of abuse, there is a continuum of intervention, and any intervention is better than none*." (Participant, Bystander Training)

> "We don't want students to think it's all on their shoulders: but at the same time, to see it as their responsibility to change norms, because it is all of our responsibility. Research from the United States shows bystander programmes really can reduce the incidence of gender based violence, increase people's sense of safety, encourage community engagement and build confidence. This is what we're all aiming for and there's no reason why we can't achieve this in the UK.".' (Ellie Hutchinson, Prevention Worker, Scottish Women's Aid)

Eaves: Working with young men to raise their awareness and change attitudes towards women and prostitution

- **Enlisting young men as critical allies to challenge the issue of prostitution**
- **Making the links between "normal masculine behaviour" and VAWG**
- **Challenging and exploring the myths and realities of the sex industry**

"*The debate young men engaged in was often more sophisticated than the responses we hear from professionals who work on issues around prostitution every day. We gave them credit. And their responses blew us away. I learnt so much."* (Louise Jenkins, Eaves)

Eaves work with young men in a youth centre setting to explore and challenge attitudes and beliefs around prostitution, and enlist them as critical allies.

Eaves has successfully campaigned for changes in the laws relating to prostitution. For the first time, the law in England shifts criminal liability away from those exploited onto those who contribute to commercial sexual exploitation.[35] In line with this focus, Eaves has piloted prevention work with young men aged 16-24. The programme supports young men to discuss and challenge their own and community views on prostitution, whilst also taking a broader look at how they view women and girls in general. Eaves will continue to monitor and evaluate the consequences of young men changing their hearts and minds on prostitution, and subsequently taking their new knowledge and understanding into the community. "*When people learn about the coercion, poverty and childhood abuse associated with women involved in prostitution, the astronomical violence that they are subjected to, and the role of pimps in abusing power and getting rich, they can change their minds, even when they previously held quite firm opinions*." (Heather Harvey, Eaves)

Eaves takes a "human rights approach" to prostitution. While it acknowledges that a minority of women in prostitution say they make a "free choice" to sell sex, the

35 Section 14 of the Policing and Crime Act (2009)

organisation sees prostitution as a form of violence against women. This is supported by the organisation's own experience of providing front-line support to women involved in prostitution, and in recognition that:

- most women are drawn into prostitution, and indeed stay in it, as a result of a range of compelling factors, these include, but are not limited to: poverty, marginalisation, coercion and the exploitation of their vulnerabilities;[36] [37] [38] [39]
- the majority of women in prostitution experience serious physical and sexual violence, as well as negative physical and psychological health consequences;[40] [41] [42] [43]
- the vast majority of women in prostitution want to exit the industry.[44]

Challenging young men's attitudes

The decision to target *young* men is in response to research which suggests that men's involvement in the sex industry often begins young. Of the 103 men interviewed in one study, 44 percent reported that their first time they paid for sex was when they were under 21. By the time they were 25, 78 percent of the men interviewed had paid for sex.[45]

The content of Eaves' discussions with young men builds on research which identifies the misogynistic attitudes of men who use prostitutes, and their belief in common rape and prostitution myths. "*Men's acceptance of prostitution is one of a cluster of attitudes that encourages and justifies violence against women. Violent behaviours against women have been linked with men's beliefs that they are entitled to sexual access to women, are superior to women and are licensed as sexual aggressors*".[46] Eaves recognise the pressure on young men to demonstrate sexual prowess and dominance, and how these masculine norms can be harmful to girls and women they come into contact with – including people they know, such as their sisters, mothers or friends.

During the workshops, young men demonstrated a high level of awareness about prostitution. However, their attitudes and behaviours, albeit unwittingly, reflect a sexist popular culture, in which it is acceptable to discriminate against women who work in the sex industry. "*We were able to question young men's discriminatory attitudes through*

36 75 percent of women in prostitution became involved when they were under the age of eighteen. See Women's Resource Centre http://www.wrc.org.uk/includes/documents/cm_docs/2008/s/statistics.pdf

37 Up to 70 percent of women in prostitution spent time in care. 45% report experiencing sexual abuse and 85 percent physical abuse during their childhoods. Home Office, *Paying the Price: A Consultation Paper on Prostitution* (2004).

38 74 percent of women in prostitution identify poverty, the need to pay household expenses and support their children, as primary motivators for being drawn into prostitution. See Women's Resource Centre http://www.wrc.org.uk/includes/documents/cm_docs/2008/s/statistics.pdf

39 A comprehensive analysis of routes into prostitution identified that: Certain vulnerable groups of girls and women were more likely to become involved in prostitution; these were those who had suffered physical or sexual violence or neglect. This group were further marginalised by experiences that included running away, being in local authority care, being involved in crime, substance misusing and being excluded from education. These girls and women were then 'facilitated' into prostitution as a result of grooming by pimps or other procurers. Matthews, R., *Prostitution, Politics and Policy*, Oxford: Routledge (2008).

40 More than half of UK women in prostitution have been raped and/or seriously sexually assaulted and at least 75% have been physically assaulted at the hands of both pimps and punters. See Home Office, *Solutions and Strategies: Drug Problems and Street Sex Markets* (2004).

41 International research to assess the harm caused by prostitution found that 71% of women interviewed had experienced physical assault and 63% had experienced rape whilst involved in prostitution. See Farley, M., 'Prostitution and Trafficking in Nine Countries: An Update on Violence and Posttraumatic Stress Disorder'. In *Journal of Trauma Practice*, 2:3/4, pp.33-74 (2003).

42 68% of women in prostitution meet the criteria for Post Traumatic Stress Disorder (PTSD) in the same range as victims of torture and combat veterans undergoing treatment. See Farley, M., (2003) in footnote above.

43 Women in prostitution in London suffer from a mortality rate that is 12 times higher than the national average. Home Office, *Solutions and Strategies: Drug Problems and Street Sex Markets* (2004).

44 9 out of 10 women surveyed would like to exit prostitution. See Farley, M., (2003) in footnote above.

45 Farley et al, *Men Who Buy Sex – Who they buy and what they know* (2009).

46 Farley et al, *Men Who Buy Sex – Who they buy and what they know* (2009).

discussion of their personal experiences. They described how they might 'beat' [slang for 'have sex with'] *some girls or young women, but 'sleep with' others, because the latter had 'wifey'* [slang for 'girlfriend'] *potential. It was useful to unpack the language they were using because it reflected an unconscious acceptance of a hierarchy amongst women because the language discriminated between different 'types' of girls and young women and the different treatment each deserves*". (Louise Jenkins, Eaves)

Enlisting men as critical allies

Eaves' work is part of promising efforts to engage men as allies in achieving gender equality. The organisation avoids "making men feel guilty", or assuming that all men are invested in the perpetuation of gender inequality. Young men will be trained to become co-facilitators of the programme as peer support has been a crucial part of the programme's success.

Facilitators frame discussions around the themes of gender equality and human rights, but the young men themselves lead the conversation. By building up the picture week on week, Eaves uncovers the contradictions between the media's "positive portrayal" of prostitution (glamorised lap dancers and call girls), and the "ugly reality" which includes poverty, coercion, violence, sexual exploitation and .control. During the weekly one and half hour sessions young men are provided with information on the factors which lead women to enter and stay in prostitution, the financial gains for pimps and the portrayal of women in the media.

A key achievement was to change the way young men thought about prostitution:

"*If there wasn't [sic] any customers the whole industry would end*." (Young man)

"*We have spoken to friends and people at college about what we were doing and have challenged people who think talking about brothels is fun; we have told them some women are forced to do this and suffer abuse*." (Young man)

"*...you never know what could happen in 5 or 10 years time, but after attending this course I can say that I will never buy sex from someone*." (Young man)

"*I now understand that not every woman chooses to enter into prostitution*." (Young man)

"*This course has shown me that there are two side of prostitution; the 'glamorous side' portrayed by the media and the 'darker side' which we have learnt more about*". (Young man)

Participatory approach

The key to the success of Eaves' work with young men is its participatory aspect. Ground rules for how each session will be run are established at the outset, with input from both the facilitators and the young men themselves. This not only creates a safe space in which all opinions can be voiced, and honest discussion is more likely to ensue, but it means that there is "joint ownership" of the entire process. Using a participatory approach has enabled Eaves to overcome the common barrier to working with men: a feeling of being blamed, which results in resistance to new information. Meanwhile, the

process itself is empowering and inclusive, thus demonstrating in practice as well as words the very principles the project hopes to encourage from the outset.

"*...the first week was interesting, second week was good and by the fourth it was excellent – you never spoke to us like we were at school but we learnt a lot.*" (Young man)

"*Once the young men realised that we wanted to hear what they thought, they couldn't get enough: we had more young men attending at the end of the programme than when we started - which is rare. Youth workers have invited us back*.' (Louise Jenkins, Eaves)

Cardiff Women's Aid: Community capacity-building to tackle VAWG

- **Community development approach to complement delivery of frontline VAWG services**
- **Making the approach sustainable and replicable through mainstreaming it into existing volunteer programmes**
- **Working with partners from other sectors in order to reach wider communities**

The Cardiff and Vale Women's Rights Education and Advocacy Project is working in communities across Cardiff and the Vale to increase knowledge and understanding of women's human rights, particularly as they relate to violence against women.

The initiative will develop a programme of training that will equip participants of the community with the skills, knowledge and understanding to challenge attitudes and behaviour in communities that perpetuates inequality and promote change and engagement with women's human rights. This project will be delivered by volunteer women's rights champions who will deliver awareness and education session within communities; one to one peer and self advocacy; advice and advocacy outreach; and develop community action groups.

This initiative aims to prevent VAWG by building the capacity of women in communities to act as "champions", to lead groups, to challenge attitudes and behaviour that perpetuate inequality and promote change through awareness of women's human rights. It is a model which has been used extensively in developing countries. In common with the "bystander approach" set out in the Scottish Women's Aid case study, Cardiff Women's Aid (CWA) is recruiting "Women Community Champions" building on its presence in different communities where it currently provides services and advocacy for victims and survivors of domestic violence. The "Community Champions" will receive training on human rights and gender equality, as well as communication tools to increase their capacity to spread the message wihtin their communities and networks.

Gender perspective at the heart to make VAWG a public issue

CWA views violence against women as a product of gender discrimination and inequality. Through trained Champions, these issues can be brought home and

discussed in a range of community settings. In this way CWA hopes to challenge the perception of VAWG as a private matter and promote the idea that it is a "public" and "moral" issue. Champions are empowered to assert themselves and make positive changes in their own lives. They will go on to increase awareness and promote attitude change throughout targeted communities, using a variety of tailored methods.

One aspect of the training programme explores gender representations in wider society and across institutions such as the media, schools, the workplace and places of worship. Champions challenge traditional gender norms, for example, they are encouraged to question the representation of women in the media, film and culture compared to men; the extent to which women and men share the "housework"; and how forms of violence such as rape, FGM and trafficking represent men acting out a "dominant" role over women. The training package is regularly adapted by the Champions themselves, thus ensuring its ongoing relevance, as well as promoting ownership of the design and implementation.

Sustainable and replicable

The project aims to develop a replicable method of service delivery that is made sustainable by mainstreaming it into existing volunteering programmes. The project provides a training programme and a range of models of service delivery that are responsive to community needs, and delivers personalised packages of advice and advocacy to the participants.

Partnership working across sectors

The success of this initiative will very much depend on the Project Advisory Group, consisting of local Communities First Partnerships, and other key organisations working across Cardiff and the Vale. The group plays an active role in monitoring the project's progress, advises on its development, and shares information and models of good practice.

The project is planning to undertake targeted work with women from gypsy traveller communities, BME women and – further ahead – lesbians. Advisory group members that already work with these women will have important input around effective community engagement and participation, and methods of delivering awareness and education across the wider community. CWA has built strong relationships with local community leaders, notably with Communities First Partnerships in Splott & Tremorfa, Butetown and Ely.

White Ribbon Campaign: Working with the private and public sectors to promote responsibility for ending domestic violence

- **Promoting the responsibility of men and boys in ending domestic violence**
- **Embedding domestic violence prevention in Local Authority programmes and policies ensures interventions are sustainable and replicable**
- **Local Authorities promoting alternatives to traditional norms of masculinity**

The White Ribbon Town Award is for councils wishing to demonstrate their commitment to the aims of the White Ribbon Campaign (WRC): changing social norms that lead to violent behaviour against women, involving men in prevention activities, increasing awareness, providing services aimed at reducing the incidence of domestic violence. Currently, over 20 towns have active White Ribbon Town status.

This initiative embeds domestic violence prevention into Local Authority policies and practices and promotes men's involvement. The White Ribbon "Town Award" is for Councils seeking to demonstrate their commitment to the aims of the White Ribbon Campaign (WRC): addressing and altering social norms that encourage or tolerate domestic violence, with a focus on engaging men in prevention activities. A "White Ribbon Council" aims to mobilise the *entire* local community under the goal of ending domestic violence. Councils that hold the award meet specific criteria including: raising awareness, providing services and providing the local community with increased support and understanding.

White Ribbon "Towns Programme" believes engaging with men is vital. "*…without encouraging men to challenge beliefs and attitudes and enlisting men as partners against gender-based violence we are only addressing half the solution*". The Chief Executive of Leeds Council sent a personal request to all male employees to complete a survey designed to measure attitudes around gender equality and women's rights. They plan to repeat the survey year on year and extend it to include Primary Care Trust staff in order to gather evidence on which to base prevention work.

Outline criteria for White Ribbon Campaign Town Award:

- Display domestic violence **posters in public areas**, library, town hall, local services contact points etc
- Provide additional domestic violence **information in at least three community languages or alternative formats**, e.g. braille, tape, video, large print.
- Include domestic violence **information of relevance to survivors, children and perpetrators** on the council website or make available through relevant means.

- Put a **domestic violence policy in place for all council staff** experiencing domestic violence.
- Ensure all relevant **staff at the council receive domestic violence** training
- Appoint a specific individual to lead domestic violence awareness work and liaise with White Ribbon.
- Promote domestic violence work among **local businesses**; establish percentage targets for employers' level of involvement with awareness training; promote the White Ribbon Business Award; encourage employers to implement the J9 initiative.
- Network housing and leisure services into domestic violence services and community safety.
- **Involve townspeople in decision making** by holding local awareness-raising events and inclusion in the White Ribbon initiative.
- Engage with local sports clubs – there is overwhelming evidence of the importance of including and engaging with men at these venues.

Increased accountability of Local Authorities for preventing domestic violence

Overall, the criteria encourage local partnerships and networking of all service providers and relevant organisations, including statutory bodies, voluntary partners and local people. Councils are thereby encouraged to engage in joined-up thinking across various policy areas and departments which can foster a climate that respects and defends women's rights. Once a Council has signed up to the criteria, it can be held to account for the commitments it has made. The criteria also encourage Councils to include excluded groups in their actions, for example by providing information in different languages and formats.

Sustainability

The scheme is self sustaining as there is a small charge for the Award, and Authorities are reassessed annually to assist them with improving their performance in preventing violence against women and girls. The scheme's running costs are minimal compared to its benefits. In Bury, the Council has raised over eight thousand pounds from events organised as part of the White Ribbon Campaign, and proceeds have gone to local women's organisations. Bury has also seen an increase in domestic violence reporting rates which may be attributed to increased awareness through the campaign.

So far, 25 Local Authorities have been accredited, and the Campaign is keen to replicate the award scheme with colleagues in Canada, Australia and Scotland. Future schemes will benefit from the promising practice the White Ribbon Campaign has documented in collaboration with Local Authorities. This contains valuable lessons about "enablers" and "barriers", including ideas on how to overcome the latter.

Measuring success

The success of the "Town Award" can be attributed to the proactive, "win-win" approach. Councils are motivated to take action when they see it will be rewarded. The Local Authority's commitment to ending domestic violencecan be seen by every member of the public living and working in the Local Authority who walks in to the building and sees the shiny award plaque prominently displayed. The "Towns Programme" has had a snow-ball effect by giving domestic violence abuse teams, and other staff already committed to the issues, the backing of senior staff and councillors. This creates legitimacy and momentum for the work to spread.

Councils are encouraged to effectively monitor and evaluate their work. This will in turn promote the scheme to other towns by providing them with blueprints and ideas for how to implement it in their town.

> We would like to hold regional conferences with workshops to help people to do the work better. It's not about Council staff sitting at their desks and being told what they should be doing – it's about enabling the sharing and expansion of best practice. White Ribbon Councils represent a vital network of good practice. (Chris Green, Director, White Ribbon Campaign)

Now that White Ribbon Campaign has achieved "buy-in" from Local Authorities, it plans to enhance the award criteria and push for more far-reaching action against VAWG. "*We hope to move from photos of councillors outside the Town Hall receiving their award, to translating it in to action by Councils backed up with resources*". (Chris Green, Director, White Ribbon Campaign)

GAG Project: Empowering girls and young women affected by gang violence to claim their rights and influence government

- **Raising awareness of a specific context for VAWG which little was known about**
- **Influencing policies and the design of services to prevent VAWG**
- **Empowering young women by building their capacity to articulate their needs and creating a context in which young women's voices are heard**

The GAG Project equips girls, and the communities they are part of, to address how violence affects their lives by improving the services and policies in place to reduce it The vision is to protect girls at risk of gang violence, to prevent their involvement and support them to exit.

'*The first thing young women say is 'I was the only girl on that programme and the boys pushed me around' – they don't say 'this was unfair'. They can give lots of reasons why being a girl was linked to getting excluded from school, but won't refer to their right to an education. So they are aware of the role of gender when talking*

about service provision and their experience of violence, but much less so about their rights.' (Carlene Firmin, Founder,The GAG Project)

This initiative prevents VAWG by equipping girls, young women and their communities to influence current services and policies in place to prevent violence.
The 2010 ROTA "Female Voice in Violence Project" study about the impact of serious youth and gang violence on women and girls cited rape as a 'weapon of choice' in gang culture and described the complex vulnerability of young women to violence as long as services and resources are focused on young men.

Research suggests that girls and young women are both victims and perpetrators of violence, and sexual violence is common in gang contexts.[47] The Department for Education confirms that "young women are sexually exploited in initiation rituals or through sexually servicing older male gang members".[48] And yet, according to the Home Office, "There are few services to specifically support women and gangs. Further work is needed to develop more comprehensive approaches to tackling the issue".[49]

The GAG project is an offshoot of ROTA's (Race on The Agenda) original work and has spread from London to other parts of England. It empowers girls and young women to first recognise violence as a violation of their rights, and then hold Local Government accountable for guaranteeing their safety. It engages young women with the world of policy-making and creates the space at local, national and international level to influence the design of current services and policies and the creation of new structures which will help to prevent violence, and not just react to it once it has happened.

The idea to set up GAG came out of a ten week group programme with young women offenders on their experiences of violence. ROTA sought to ensure the young women would be left with support in place at the end of the programme and identified services in the borough, but found the young women weren't interested in the services available, which had been developed without their input. They set about developing an action plan with all the things the young women would like to have to keep them protected, to have a voice and provide an alternative to violence. After taking the action plan to schools, safeguarding and Youth Offending Teams, before long other London boroughs wanted to replicate the approach. GAG was set up in response to this demand so that the work could develop and grow organically, eventually under the leadership of young women themselves.

Innovative

GAG approach is different in that it isn't set up as a serious youth violence project, which tend to focus on punitive messages (e.g. "Don't carry your boyfriend's gun; Don't hang out with gang members"), nor does it work solely with young women to discuss their situation and life decisions. When three month programmes to help young women exit gangs and violent relationships are over, there is often nothing left for them. As GAG improves Local Government structures and available services, it seeks to reach beyond the life of a demonstration project.

47 on the Agenda, *Female Voice in Violence Project: A study into the impact of serious youth and gang violence on women and girls* (2010).

48 Department for Education, *Gangs and Group Offending Report* (2008).

49 Home Office, *Tackling Gangs Action Programme* (2008).

Gender equality as the road towards preventing violence

Young women seek support with various issues. Some need a crèche to enable them to work, while others need help finding employers willing to recruit applicants with criminal records. Economic independence is closely correlated to the prevention of VAWG because being able to earn a living is linked to young women's status, decision-making capacity[50] and means they do not rely on anyone else for their well-being.[51] Under-18s need a safe place to escape a violent partner (currently the definition of domestic violence only accounts for over-18s).[52] The needs expressed by the young women reflect the unequal access to resources. However, GAG reports that their voice is being heard and some Local Authorities have changed their structures and services.

Working with excluded groups

The barriers to direct work with women currently connected to gangs led GAG to focus on work with younger women at the low-risk end, or women aged 19-25 who are looking back at when they were in high risk situations. The most vulnerable young women are prioritising their personal safety rather than thinking about Local Government strategies, and GAG does not have the capacity to provide the kind of support they need. GAG works with other excluded groups, including women in prison and secure training centres, and mothers in the community.

Building the capacity of young women to influence decisions: Participation in action

GAG groups develop organically, organised through schools, youth groups, learning mentors, youth offending teams, young women in prison and voluntary organisations. Groups work together to break down policy documents into accessible language. Once young women understand that they have a direct relevance to their lives, they become engaged. As the people at whom services are aimed, they are well placed to assess the structures in place. GAG then facilitates their attendance at strategy meetings.

'*Rather than being wheeled out to disclose their experience of violence to a 'panel of experts,' which is frankly not only disempowering but an abuse of power - young women will attend policy makers' meetings to talk about strategic direction and services. This is as it should be – they are using the services so should be the advisors. It is a very empowering experience for young women*'. Carlene Firmin, Founder,The GAG Project)

GAG seeks to engender a participatory process which goes beyond consultation to working with young women to design the changes they want, and seeing them being implemented by various institutions, from schools and voluntary sector services, to Local Authorities funding priorities.

Accountability is a principle which runs throughout GAG's work. Analysis carried out by young women at the local level is collated and taken to national and international

50 Kandiyoti, D., Bargaining with patriarchy. *Gender and Society*, Vol. 2, No. 3, Special Issue to Honor Jessie Bernard (2008)

51 United Nations Special Rapporteur on Violence against Women, (2010). Available at http://www.un.org/News/Press/docs/2010/wom1782.doc.htm, accessed 16 May 2011.

52 CPS Guidance on Prosecuting Cases of Domestic Violence, Crown Prosecution Service. http://www.cps.gov.uk/publications/prosecution/domestic/domv_guidance.html#a02

discourse; this in turn informs lobbying and campaigns. Institutions at a range of levels are encouraged to pro-actively seek the views of young women to prevent their victimisation by gang culture. Through training young women on the process of gender-proofing policies, institutions can be assured that their services, paid for with public resources, are relevant and will be used. The institutionalisation of a gendered approach is starting to happen as the penny drops that every part of a policy must be looked at to assess its gender impact, from generic knife crime policies which fail to consider young women being pressured to carry weapons through the threat of violence, through to 'stop and search' procedures which focus on weapons without considering wider gendered issues such as sexual violence. The message from young women is simple: they need gender to be taken into account.

Sustainability through mainstreaming gender in to Local Authority policies

It is hoped that GAG groups will continue to multiply and become an embedded feature within communities. The groups have changed local policy and ensured safer services for gang-affected women and girls in their neighbourhoods. The model has the potential to become self sustainable if income from consultancy, advisory, evaluation and training services (provided by young women members of GAG), is used to fund the project and provide jobs for the young women involved.

But convincing institutions of the value of "real participation" is not always easy. Many Local Authorities, for example, fear opening a Pandora's box. Where they have a gang-related policy in place, Local Authorities see GAG as an opportunity to improve their services and increase client numbers. But those with nothing in place fear being seen as inactive on a potentially major child protection issue. Progress will be gradual: through GAG presentations, practitioners are being alerted to the issues and are taking them up with their Local Authorities, seeing acting now as preferable to having to deal with entrenched problems in the future.

Women's Aid in Antrim, Ballymena, Carrickfergus, Larne and Newtownabbey (Northern Ireland): Working in partnership with the private and public sectors to integrate domestic violence into their practices

- **Fostering community responsibility for challenging domestic violence**
- **Supporting employers and organisations to take a clear stance against domestic violence**
- **Creating sustainable change by embedding domestic violence prevention within organisational practices**

The Workplace Charter on Domestic Violence was developed by Women's Aid ABCLN and ONUS, and provides businesses with advice and practical training to help and support staff experiencing domestic violence. A number of large organisations have received gold status, including the Northern Ireland Health and Social Care Trust (with over 14,000 employees) and the Police Service of Northern Ireland (PSNI).

This initiative prevents VAWG by enabling employers to take a public position on their intolerance of domestic violence and abuse, thereby fostering community responsibility for challenging it. Developed by Women's Aid in Antrim, Ballymena, Carrickfergus, Larne and Newtownabbey, Safe Place has proved a popular initiative among businesses, constituency offices, local police, churches and community groups. Groups which get involved make a public statement that they do not tolerate VAWG, or the gender inequality and discrimination that perpetuate it. This is important for establishing community responsibility for preventing VAWG, a key element of prevention work.

Organisations are able to display the "Safe Place" logo when they fulfil the following criteria:

- The logo is displayed in a prominent place, e.g. on a window or by a till
- Posters/cards with information on how to access support are displayed in discreet locations accessible by customers, e.g. in changing rooms, toilets or waiting areas
- Attendance at an awareness raising session on Safe Place, including:
  - How to make resources accessible
  - How to respond to requests for information/disclosure
  - Prevalence of domestic violence
  - Information on services available

Safe Place also supports survivors of domestic violence, to let them know that there is an alternative to living with violence. "*Social isolation from friends and family is common within abusive relationships, and many people will not know where they can access help, or even that help is available. Often too, we have organisations contact us for advice, because they have become aware of a domestic abuse situation and are*

not confident in providing an effective response". (Lindsay Harris, Women's Aid Ballymena, Antrim, Carrickfergus, Larne and Newtownabbey). In this way the initiative provides a secondary prevention function, i.e. to prevent violence from reoccurring once it has happened.

Supporting workplaces to take a stand against VAWG

The Workplace Charter on Domestic Violence provides businesses with advice and practical training to help and support staff experiencing domestic violence.[53] It also enables employers to improve their duty of care. Businesses can be awarded bronze, silver and gold status, depending on the extent to which they implement measures which will support employees living with domestic violence and/or challenge perpetrators. Dr. Fred Morrison, Director of DIVA Communication at the University of Ulster, carried out research into the business uptake of the workplace policy on domestic violence and abuse (published by DHSSPS and NIO). "*Across organisations of all sizes in Northern Ireland*," he said, "*there remains a common misconception that domestic violence is simply not a workplace concern. Many business managers recognise their employees as key assets. Yet few realise that by improving their policies on their duty of care, employers can not only change a person's living quality, but also improve their productivity, improve safety in the workplace and increase gains to the business. The Workplace Charter is a simple and cost-effective method for employers to come on board and enhance their safe-workplace practices*."

In addition to the above criteria, to achieve Safe Place status employers also need to demonstrate a commitment to keeping staff safe from domestic violence in the workplace, and acknowledge that domestic violence is a workplace issue. This includes the development of a workplace policy, or policy statement that makes clear the organisation's commitment to supporting the recommendations made in the "Tackling Violence at Home" strategy (developed by the Department of Justice/Department of Health, Social Services and Public Safety). The strategy stipulates that employers address the devastating impact that domestic violence can have within the workplace. In order to receive gold status, employers must "commit to a thorough policy implementation process, which will ensure that all staff are aware of the policy, and that management are confident that they will be able to provide an appropriate, effective and confidential response to staff disclosure".

The investment involved in employers taking a stance against domestic violence is paying off: a number of large organisations have received gold status, including the Northern Ireland Health and Social Care Trust (with over 14,000 employees) and the Police Service of Northern Ireland (PSNI).

This project is an example of a secondary prevention approach in that it seeks to support individuals who may be vulnerable to violence. However, workplaces as institutions also play an important role in establishing social norms that do not tolerate VAWG which in turn have an influence on attitudes and behaviours. As such, workplaces taking a strong stance against domestic violence can also have a primary preventative impact by shifting attitudes to prevent violence before it occurs.

53 Developed by Women's Aid ABCLN and ONUS, a social economy business that profit sheds to Women's Aid ABCLN. ONUS (NI) is a wholly owned social enterprise and subsidiary of Women's Aid. They provide training courses, advice and consultancy services to organisations in the statutory, voluntary and private sectors on issues related to domestic violence.

FORWARD: Communities taking the lead to campaign against female genital mutilation

- **Community development approach to foster community ownership**
- **Empowering women as agents of change in their communities**
- **Partnership with health services and community based organisations: towards an institutionalised approach**

In the UK, FORWARD estimates that there are over 24,000 girls at high risk of the most severe form of female genital mutilation (FGM) and over 66,000 women have undergone this practice. FORWARD use a community development approach, working with communities. They have trained 17 Community Health Advocates in the Bristol area to engage with communities and service providers to raise awareness and challenge attitudes towards FGM.

This initiative seeks to prevent FGM through engaging with people in the community to identify it as a violation of girl's and women's rights, and to speak out, thereby transforming norms which accept and condone violence. Female Genital Mutilation (FGM) refers to procedures involving the partial or total removal of the external female genitalia or injury to female genital organs for non-medical reasons (WHO, 2008). FGM is also known as FGC or female genital cutting or female circumcision. In the UK, FORWARD estimates that there are over 24,000 girls at high risk of its most severe form and over 66,000 women have undergone this practice. FGM is practised in 28 countries in Africa and parts of Asia and the Middle East. The practice is also emerging in the United States and Europe as a consequence of migration from countries where FGM is practised.[54]

In Bristol, women from African FGM practicing communities, specifically the Somali and Sudanese, have found a way to break the stigma and silence around FGM. FORWARD know that for change to happen, it must come from the community itself. Their community development approach takes as its starting point 'where women and men, boys and girls *are*'. That is, in their homes, schools, and places of work, worship and leisure. Therefore prevention work is carried out in these places

Community ownership

The idea and design of the project came from the women themselves. Women conducted interviews with friends, relatives and neighbours to find out about their peers' experiences and perceptions of FGM, including their main issues and concerns. This identified four main needs: to engage with the affected communities; to inform health and other service providers; to focus on women; and to empower mothers to address FGM as a safeguarding and child protection issue.

54 The origins of FGM are complex and numerous. It has not been possible to determine when or where the tradition of FGM originated. The justifications given for the practice are multiple and reflect the ideological and historical context of the societies in which it has developed. Reasons cited generally relate to tradition, power inequalities and the ensuing compliance of women to the dictates of their communities. These include: custom and tradition; religion; preservation of virginity/chastity; social acceptance, especially for marriage; hygiene and cleanliness ; increasing sexual pleasure for the male; family honour ; a sense of belonging or the fear of social exclusion; enhancing fertility. Many women believe that FGM is necessary to ensure acceptance by their community.

FORWARD believe that going into communities in partnership with a grassroots community organisation is a highly effective method of educating and enabling the realisation of women's rights and communities' responsibilities. FORWARD have trained 17 Community Health Advocates on skills that the communities suggested would be necessary in order for the Advocates to be agents of change.

Consistent gender equality and human rights perspective

FORWARD's position is that FGM constitutes a human rights violation and cannot be justified on social or cultural grounds. Empowerment training helped women to examine their own beliefs and values in a dynamic, open and non-threatening way. Training increased knowledge, skills and confidence and provided a forum for community stakeholders to exchange experiences, ideas and share strategies for sustainable change.

Empowering women in the community to engage in dialogue and debate

Using the language of sexual and reproductive health rights has empowered women to talk about FGM issues with confidence. Furthermore, training women on presentation and communication skills means they are speaking out in their communities. They now feel confident to initiate debate around a highly taboo subject, and frame discussion around issues of equality and discrimination while raising awareness of girls' and women's rights.

"*The training was empowering. It gave me the confidence to aim higher. I can't believe that I am able to stand in front of people and do a presentation. My confidence has soared*". (Khadra, Bristol Leadership Skills training participant)

As part of a holistic approach, Advocates take messages about FGM issues to the heart of the community, within formal and informal settings. Advocates work in pairs and support each other to talk about FGM with friends and relatives, at faith and at social gatherings. Through their children's schools, Advocates have delivered presentations to groups of parents, as well as featuring on community radio. Messages are delivered in Somali, Arabic and English.

The project reduces isolation by breaking the silence about FGM and presenting the opportunity for discussion inside families and community networks.

"*When women come together, they said it was affecting their daily life, their sexual life, their relationships. They realise they have this in common and start to question*." (Rita, Community Programmes Coordinator, FORWARD)

Advocates encourage members of their community to serve as ambassadors by sharing what they have learned and campaigning for the protection of girls from FGM. This model has led to effective grassroots communication of key messages on FGM. The provision of information leaflets reinforce FORWARD's clear message on FGM.

Partnership working

The project is partnered by NHS Bristol, which has opened up the opportunity to raise awareness of rights around FGM in public health services by training NHS health professionals. There is also potential for Advocates to train and work as “Health Link” Workers, which would further mainstream FGM into the knowledge base of the NHS workforce. Furthermore, Refugee Women of Bristol have embedded work around FGM so that the impact of these changes has the potential to be sustainable beyond the project lifetime. The combined efforts of FORWARD, NHS Bristol and the City Council has led to FGM being part of the Personal, Social and Health Education (PSHE) curriculum in all Bristol primary and secondary schools. Setting up a Community Advisory Group has enabled dialogue between women in the community, service providers and policy makers.

To mark the completion of the first phase of the project, over 30 women marched on the main street of an area with a high Somali and Sudanese population, chanting “No FGM!” The NHS galvanized the support of the press, the event was well-covered by the local media. The effect has been to raise awareness far beyond the local area. Indeed, the march and its media coverage have sparked discussion and debate about FGM all over the country.

“*In Birmingham they are now talking about using the 'Bristol model'; much of this is down to the impact of the Community Development model and media coverage and media coverage of our work which would not have been possible without the support of the NHS*”. (Julie, Head of UK Programmes FORWARD)

Challenges and moving forward

The team of Bristol Health Advocates have been empowered to speak out about FGM and engage their communities in sensitive and constructive dialogue about the implications for women, girls and their families and positive action to end the practice. The next challenge is to engage men as fathers, brothers and husbands into the work to end FGM. FORWARD reports that men consider FGM a women’s issue and thus are not generally confident to talk about it.

FORWARD intends to train men as Advocates. As Rita explains: “*Women have asked us to bring men on board so that girls who do not undergo FGM can marry. But it is not safe for women to go to the ’khat‘ houses* [where men go to chew khat leaves]. *Also, some men will listen to other men, but a woman in a “man’s space” is not credible*”.

FORWARD is conscious that changing a practice which goes back thousands of years will take time. But providing the NHS with quality information and a point of contact within the community has been a crucial first step. In the communities, small steps are critical to create conditions for change and enable rich, dynamic conversations to positively challenge FGM in this long-term process. The seeds have been sown and there is now a strong presence in the community which will guide the process of preventing FGM.

Prevention through Media and Public Awareness

The media and popular culture strongly influence and reflect "social norms," which establish what is acceptable and not acceptable, which in turn can shape behaviour. As such, the media is an important site of intervention to prevent VAWG, by transforming the representation of gender and by using the media as a platform for public awareness interventions at local and national levels.

Recent years have seen a significant rise in the number of sexualised images in the media, many of which increasingly impinge on everyday life.[55] The media and popular culture have the power to reinforce gender stereotypes and normalise the sexual objectification and exploitation of women and girls. By promoting and reinforcing stereotypes of women and girls as sex objects – sexually available for men and boys whose sexual "needs" are similarly stereotyped as sexual "entitlements" – the media creates a context in which violence against women and girls is deemed acceptable. A number of studies have shown clear links between exposure to sexualised imagery in the media and popular culture, and tolerance for physical or sexual violence.[56] A recent YouGov survey found that 27 percent of boys are accessing pornography every week, while research suggests that sustained exposure to pornography strongly influence young men's expectations of sexual relationships.[57]

Representations of gender in media are linked to VAWG in other ways. Through repeated exposure to sexist messages, men and boys are pressured into conforming to a very narrow definition of masculinity which rewards aggression and objectification over the expression of feelings and empathy. The consistent portrayal of women's and girls' bodies as commodities promotes adherence, across the genders, to a narrow template of "standardised" beauty and sexuality which determines their status. Such portrayals are widely documented as harming girls' and women's educational attainment and aspirations, as well as their mental, physical and sexual health, resulting in a decreased sense of control over their bodies and increasing concern over eating disorders.[58] [59] Furthermore, the under-representation (or sometimes complete "absence") of women in the media and popular culture, sends out a public message that, compared to men, women lack importance, status and power.

The harmful impact of the mass media is compounded by the absence of alternative sources of education, policies and programmes. As such, public awareness campaigns targeted to specific communities and the general population, as an intervention to challenge myths and tackle peer approval of VAWG in the immediate environment, are an important aspect of VAWG prevention. The media also represents a potential tool to

55 Papadopoulos, L., *Sexualisation of Young People Review*, Home Office (2010).

56 Papadopoulos, L., *Sexualisation of Young People Review*, Home Office (2010).

57 Papadopoulos, L., *Sexualisation of Young People Review*, Home Office (2010).

58 American Psychological Association, *Sexualisation of girls* (2007). Available at http://www.apa.org/pi/women/programs/girls/report.aspx, accessed 16 May 2011.

59 The American Psychological Association defines several components of sexualisation, which set it apart from healthy sexuality. Sexualisation occurs when:

- *a person's value comes only from his or her sexual appeal or behaviour, to the exclusion of other characteristics;*
- *a person is held to a standard that equates physical attractiveness (narrowly defined) with being sexy;*
- *a person is sexually objectified—that is, made into a thing for others' sexual use, rather than seen as a person with the capacity for independent action and decision making; and/or*
- *sexuality is inappropriately imposed upon a person.*

All four conditions need not be present; any one is an indication of sexualisation. The fourth condition (the inappropriate imposition of sexuality) is especially relevant to children.

reach large audiences with messages that challenge gender inequality, raise awareness, influence attitudes and promote positive alternatives.

The case studies in this section demonstrate how the media can be used in this way. They also demonstrate strategies which directly challenge the sale of sexist publications, as well as work which encourages better, tighter regulation and more responsible reporting and representation of women.

Rape Crisis Scotland: Public awareness – using the media to challenge stereotypes and bust rape myths

- **Challenging the myth that women are responsible for rape**
- **Broad media campaign built on tried and tested methods**
- **"Sustaining the message" through agencies and the general public**

The "This Is Not An Invitation To Rape Me" (TINAITRM) campaign comprises of a range of images (and supporting materials) which were displayed on billboards across Scotland (and in newspapers in more rural areas). The "Not Ever" campaign consisted of television adverts which are downloadable on YouTube. Both campaigns are on Facebook. The campaigns, which have been run between 2008 and 2010, confront attitudes which blame women for rape in a very direct way, and invites members of the public to join Rape Crisis Scotland in challenging these attitudes.

The evaluation found that the TINAITRM campaign achieved a high level of spontaneous awareness (28%), which is high in comparison to other public sector advertising, especially for a two week outdoor initiative. On prompting, 47% of the sample who said they were aware of the campaign said they were aware of at least one of the campaign images. This is a successful level of recall. People supported the subject that the campaign addressed, with 98% agreeing that the campaign tackles an important issue and 97% said it was an issue that needed to be addressed.

A total of 23,208 unique visitors visited the campaign website throughout the period that was monitored, showing that at least some people had taken that step to finding out further information. The "Not Ever" video clip has been downloaded over 96,000 times from YouTube.

This initiative seeks to prevent rape by placing responsibility on men and encouraging public debate on the issue. The public awareness campaigns "This is not an invitation to rape me" and "Not Ever" questioned commonly-held attitudes towards rape, highlighting the fact that women never invite rape and that men are always responsible for the sexual violence they commit. "*Despite recent efforts to help women who have been raped to receive justice, societal attitudes continue to play a significant role in limiting justice for women who have experienced this crime*". (Sandy Brindley, National

Coordinator, Rape Crisis Scotland) In Scotland, at the time of the campaign, only 2.9% of rapes recorded by the police led to a conviction.[60] The campaign responded to research revealing that a significant minority of the public consistently blame women and girls for being subjected to rape, thus exacerbating an already harmful experience by attributing the assault partly or completely to some aspect of the girl/woman's appearance or behaviour.

A preventative approach places the onus on the perpetrator

Rape Crisis Scotland wanted to move on from other campaigns which had focussed on rape avoidance tactics or the services available after the fact of rape, towards a *preventative approach*. Although it is men who overwhelmingly perpetrate rape, it is *women* who have been urged to modify their behaviour, for example by abstaining or drinking less, rather than addressing the dangers posed by predatory men. Perpetrators have been invisible in past campaigns, and the issue of gender equality has barely featured. Rape Crisis Scotland's campaigns placed the onus firmly on men, exposing discriminatory attitudes which lead some people to believe that women are responsible for rape in certain circumstances e.g. when a women has consumed alcohol, when a woman is dressed provocatively, when a woman has already engaged in some level of sexual activity or when a woman is married or in a relationship.

Building on international learning

Rape Crisis Scotland built on learning from a campaign that ran in Los Angeles for example, by investing in a series of focus groups and an on-line survey to ensure that its campaign images would have the desired impact. Before the campaign was launched, Rape Crisis Scotland feared that the some sexualised images would cause the greatest controversy. In fact, the most contentious poster was one depicting rape in marriage. In Scotland, the "marriage" poster was tailored accordingly to reflect the fact that many people think entering a committed relationship means giving up the right to refuse sex. "*The myth persists that only rape by a stranger counts as 'real rape', in spite of the fact that the vast majority of attacks are carried out by someone known to the victim (often her husband or partner), and are every bit as damaging*." [61]

Another key lesson was the importance of building support for the campaign before going public. Significant time and resources were invested before the launch in speaking to a wide range of women's organisations, academics and public institutions – in order to access feedback and discuss concerns, and so that people knew what to expect. The lesson from Los Angeles was not to alienate people who could be supporters of the campaign; this approach would also ensure the campaign's longevity.

Independent evaluation of the campaign

The central purpose of the campaigns was to stimulate public debate in order to challenge "women-blaming attitudes" to rape. The independent evaluation showed that, of those aware of the campaign, 81% interpreted the messages "correctly", i.e. the way

60 Refers to 2008. See Scottish Rape Crisis, "*This is Not An Invitation to Rape Me" Briefing Paper* (2009).

61 Scottish Rape Crisis, "*This is Not An Invitation to Rape Me*" Briefing Paper (2009).

Rape Crisis Scotland intended. Impressively, 65% of the total sample agreed that the campaign would "*make them talk about the subject of rape with their friends/ family*". Throughout the monitoring period, a significant number of people (23,208) took an "extra step" to finding out further information by visiting the campaign website.

Rape Crisis Scotland, which managed the lively on-line debate that ensued, was pleasantly surprised by the numbers of "hits" and the extent to which the public responded to negative feedback by defending women's rights on the web forum. People engaged in the debate from across the world, and requests for advice on how to run similar campaigns have been received from as far afield as Canada and New Zealand.

The provision of resources and one-to-one support means the campaigns live on

The "Not Ever" campaign ran on television; while the reach of the images was significant, the sustainability of the messages relies on people downloading the videos from a dedicated website or YouTube (where it has had almost 96,000 views).[62] In addition, the video has been shown in Glasgow schools as a prompt for discussion among senior pupils, while a multi-agency partnership in Galloway made the clip into a short film which was then broadcast on screens in hospitals.

In contrast, "This is Not An Invitation to Rape Me" consisted of a series of billboard and newspaper posters, building on similar public awareness work that has been undertaken in Scotland by Zero Tolerance Scotland. From the outset, the campaign was "given" to local organisations which have run with it. Investing in support for local agencies to have the confidence to use the campaign locally has been key; indeed, many agencies are still using the campaign resources. The agencies can download posters/postcards and briefing packs from the organisation's website, including an FAQ briefing which gives ideas of how to answer typical questions, (e.g.: "Why target women as victims of rape if men are raped too?"). Both campaigns have been kept alive through bespoke websites, Facebook groups and Twitter feeds.

The poster format has been easy to duplicate. Many organisations consulted before the campaign launch went on to distribute and display the posters in public places, including hospitals, doctors' surgeries, local council buildings, schools and police stations. Lothian and Borders and Strathclyde police forces used the "drinking" image to develop their own campaign. This contrasted with previous campaigns they had run, encouraging women to keep safe by changing their behaviour. The police have used the image on beer mats and postcards. Other forces, including Perth and Kinross,[63] have embedded the campaign messages in to their own campaigns.

62 See http://www.youtube.com/watch?v=h95-IL3C-Z8. www.notever.co.uk

63 See http://www.thisisnotaninvitationtorapeme.co.uk/the-campaign/campaign-news/

Zero Tolerance: Creating guidelines for responsible reporting of VAWG in the media

"*The media has a vital role to play in increasing public understanding of violence against women and challenging its place in our society. However, even well-intentioned reporting can sometimes perpetuate the problem*." Jenny Kemp, Zero Tolerance

This initiative contributes towards the prevention of VAWG by encouraging journalists to report on VAWG issues more responsibly. In March 2011, Zero Tolerance published "Handle with Care: A guide to responsible media reporting of violence against women". "*Irresponsible reporting can 'justify' violence – for example by portraying domestic abuse as the result of a messy relationship between two equals rather than an expression of power and control by one person over another – or 'normalise' violence by implying violence against a woman in prostitution 'comes with the territory' and is therefore 'to be expected*'. (Jenny Kemp of Zero Tolerance) This makes women less likely to speak out or seek help, and society more likely to tolerate violence.

The guidelines give journalists the message that "*having an awareness of the issues around domestic abuse and violence against women will help you to produce better news reports and features. By being open to the evidence, research and sensitivities around the language used when it comes to violence against women, you are more likely to engage the co-operation, not only of the agencies working in this field, but also women who have been directly affected and might be prepared to work with you on a first person account*". The media guide argues that journalists who follow the guideline recommendations will "*reap the rewards, and ultimately* [produce] *more and better stories*."

Understanding VAWG as a cause and consequence of gender inequality

First and foremost, the guidelines recommend using a gendered analysis which recognises that "*one of the fundamental causes of violence against women is the unequal power relations between men and women, which lead to discrimination. Gender based violence against women is violence directed against a woman because she is a woman or violence that affects women disproportionately*". Getting journalists to use more "accurate" language is not about being "politically correct", but rather a way of encouraging the media to reflect the gendered nature of VAWG. For example, labelling men who commit sexual violence as "sex-beasts" or "perverts" does not help the audience to understand their motivations or make sense of the crime; using "dad", "brother", "son" or "friend" conveys more accurately that the man in question is an "ordinary man". Likewise, women who sell sex are not "vice-girls", "tarts" or "hookers"; to label them in these ways only serves to further dehumanise them. In reality, they are most often prostituted women, almost always controlled by a pimp or a drug habit, and almost always vulnerable and at the margins of society.

Challenging myths, misunderstandings and concerns

The guidelines walk journalists through a number of common "traps" which reporters can fall into when they cover a story featuring VAWG. "Gender equivalency" is one example – the "what about the men?" syndrome. While journalists may want to consider

the experiences of men who have experienced certain forms of violence and abuse, the guidelines set out how to ensure that these issues are reported accurately. Journalists are encouraged to steer clear of myths and stereotypes concerning violence against women, such as citing a "cycle of violence" as an explanation for VAWG; the "cycle theory" suggests that men are inevitably violent because they themselves were raised in violent households. Similarly, the guide covers the potential harm of reporting commonly believed "rape myths"; for example, only a tiny minority of rapes are committed by men who are "strangers" to the girl/woman, and yet this type of attack makes up the majority of rape coverage in the media.

The importance of the "gender dimension"

The guidelines urge journalists to carefully consider the images they use when reporting VAWG. Reporters are encouraged to avoid portraying women who have suffered rape as "victims", because this can reinforce the reader's impression of women as weak and powerless, thus contributing to the root causes of VAWG itself. Instead, the guidelines highlight the importance of telling the "real story"; often an incident of violence is reported with no mention made of the gender dimension. The guidelines cite various examples of where stories have missed the gender dimension. For instance, journalists are encouraged to be aware that a seemingly one-off crime "*may be part of a pattern of abuse, and that perpetrators may have engaged in a number of forms of VAW[G]*".

Recommendations to journalists

1. Journalists should make good use of case study information and statistical evidence when reporting on sexual exploitation issues (such as prostitution or lap-dancing), to highlight the harms and gendered violence inherent in sexual exploitation for commercial gain.
2. Journalists should refer to national and international statistics where possible to place individual incidents in a wider social context and provide the "bigger picture" that readers, viewers and listeners need to make sense of the story.
3. Journalists should carefully choose language when reporting on violence against women and always avoid implying the survivor is to blame; portray perpetrators as real men; and portray survivors of violence as real women.
4. Journalists should conduct all contact with survivors of abuse or violence with respect for their experience, dignity and safety.
5. Journalists should highlight the gendered nature and root causes of violence against women in all reporting.
6. Journalists should be mindful of the lack of convincing evidence for a "cycle of violence" and avoid making simplistic connections between men's violence against women and their childhood experiences of violence.
7. Journalists should report on rape and sexual violence using data and evidence about the current pattern of victimisation and avoiding myths and stereotypes.

8. Journalists should make careful use of images in reporting on violence against women and ensure the images chosen do not distort the story, contribute to the problem or objectify women.
9. Journalists should avoid implying that alcohol use is a cause of violence against women and instead name the real causes and challenge misconceptions about the links between violence against women and alcohol.
10. Journalists should respect the privacy and dignity of abuse survivors at all times.
11. Journalists should tell the real story, be careful about selecting a narrative, and where possible to make connections in reporting between the different forms of violence against women.
12. Journalists should treat violence against women as a serious concern and use an appropriate tone in all reporting.

OBJECT: Using political lobbying and grassroots campaigning to challenge sexism in the media and popular culture

- **Challenging the way in which the media and popular culture normalise the objectification of women**
- **Empowering the public to take action**
- **Holding decision-makers accountable**

OBJECT works to facilitate a social movement which challenges a culture of sexism in the media and popular culture. A skeleton staff have enabled members of the public to come together to debate the media's role in creating a conducive context for VAWG, and plan and implement positive group action. Through "people power", OBJECT has challenged some significant sources of gender inequality in the UK – on the streets, through to the legislative level. By partnering with other organisations from the women's sector, OBJECT has helped change legislation that previously encouraged VAWG; the legacy of these changes is supported at the grassroots level by OBJECT's membership base.

Challenging the media's role in promoting attitudes that are conducive to VAWG

"*You only have to go to your local corner shop or supermarket, turn on MTV, jump on a bus to get to school or work, and you will be bombarded with images of women in highly sexualised poses and with vacant expressions being used to sell products, music and films. Girls are targeted at younger and younger ages as consumers of sex-object culture. WH Smith sell pink Playboy pencil cases – yet Playboy is a global pornography brand; Amazon sell pole dancing kits with paper money as toys; Celebrities endorse the pornography industry, and glamour models are held out as role models for young girls*." (OBJECT)

OBJECT is a human rights organisation which challenges “sex object culture” - a culture in which “*women are increasingly portrayed as sex objects in our media and every day lives*”. It objects to widespread messages in the media which encourage the treatment of women as “objects”, over which it is not only possible, but enjoyable, to exert control. OBJECT seeks to challenge the way violence is eroticised, thus normalising unequal power in sexual relationships between men and women. They confront the portrayal of lap-dancing and prostitution as “normal” activities available on the high-street, explaining that such attitudes create a culture in which men’s power to purchase and “own” women’s bodies is seen as an everyday activity, akin to buying the week’s groceries. OBJECT also emphasise that contemporary unequal representation of women and men in the media is filling the gap created by a lack of comprehensive sex education.

Building a sustainable movement

OBJECT has received support for its campaigns from diverse sections of the community. Activists launched “Feminist Fridays” which involve groups around the country coordinating actions to challenge sexist magazines being sold as part of the mainstream media. Shops, for example, are held accountable for displaying discriminatory publications at the eye-level of children, or next to “ordinary” magazines and newspapers (both practices breach the 2006 voluntary code of practice drawn up by the Home Office, the Periodical Publishers Association and the National Federation of Retail Newsagents Office). On the last Friday of every month, groups of activists hold a protest at their local shop; they can draw on an OBJECT Action Pack which provides ideas and advice on how to campaign effectively. Through Feminist Fridays, OBJECT activists are empowered on an individual and group level. Their impact is tangible; one activist found that following an action, the lads’ mags display had been moved to the back of the store and greatly reduced. The manager on duty informed the activist that the display had been moved as a result of a group protesting about it and causing a “disturbance” earlier that month. “*It’s really empowering and it makes a big statement, not only to the retail outlets and store managers, but also to the public who see what we are doing*” (OBJECT activist)

Positive results

OBJECT met with Transport for London (TFL) in 2003, bringing to its attention the number of sexist adverts on the transport network. Object's advocacy contributed to the TfL revising its guidelines regarding "inappropriate material". OBJECT continues to support the public in urging best practice on the transport network and anywhere else and provides a template complaint letter on its website.

In February 2011, major retailers including Tesco, Sainsbury, Asda, Morrisons, Co-op and BP petrol stations announced that they will sell lads’ mags on the top shelf or cover them up. "*Finally supermarkets are following the guidelines issued to them over five years ago, which were put in place only because of our campaigning at that time. We are particularly thrilled that BP has taken this step, since petrol stations provide one of the most porn-filled of environments in our daily lives*." (Dr Sasha Rakoff, CEO OBJECT)

Advocating for political and legal change

To mark the May 2010 general elections, members of the public were urged to contact their MPs to encourage them to sign the "Charter on Women and the Media". This called on politicians to take steps to ensure that the media are socially responsible and do not encourage sexist ideas and attitudes. One of the actions in the Charter was to call for an end to the advertising of sex industry jobs in government job centres. In the wake of prolonged consultation and months of lobbying by OBJECT, in August 2010, the Department of Work and Pensions (DWP) took the decision for Job Centre Pluses to no longer carry advertising for jobs in the sex industry. The news was widely broadcast in the mainstream media, thus bringing more attention to the fact that the porn and sex industries had become so "normal" that even government agencies were, in effect, promoting them. "*An end to 'Job Centre Plus sex ads' is an important step forward in stemming this normalising and recognises the high levels of exploitation and abuse invariably associated with these industries*." Dr. Sasha Rakof, Director OBJECT.

In partnership with The Fawcett Society, OBJECT successfully campaigned to close the legal loophole which allowed lap dancing clubs to be licensed in the same way as cafes and karaoke bars. Over two years, OBJECT and other organisations galvanised the support of its members and the general public, resulting in a change in the law. This has restored the power of local councils and local people to decide on the quantity and location of lap dancing clubs, sending an important message that these locations are not just any other cafe or bar. "*It's time to say goodbye to all attitudes, systems, practices and businesses that allow sexual violence to continue. Reclassifying lap dancing clubs is vital in achieving this*." Dr Nicole Westmarland, Durham University. "*Changes in the law are part of a very important shift in thinking: they are part of a vision which actually aims to end exploitation and violence against women, not just contain it*." Anna, Campaigns Manager, OBJECT.

Conclusion

This report examines 'prevention in practice' across an array of initiatives in education, community mobilisation and capacity-building, and the media and public awareness. It demonstrates the different ways in which it is possible to have a positive impact. In this conclusion we highlight enabling factors and potential barriers to further progress. Every case study featured in this report draws on the first-hand knowledge of people working at the "front-line" and provides valuable insights for policy-makers on how prevention work can be delivered at a local level, often for minimal or at no extra cost.

This report draws attention to the breadth of creative and innovative work that is being undertaken to create a safer world for women and girls in the UK, most often on a shoe-string budget with no sustainable funding. The research brings to life the key elements of promising practices in VAWG prevention using a gendered and human rights approach. However, a greater understanding of the long-term impact of the featured initiatives requires investment into rigorous evaluations and regular monitoring, including of attitudes towards VAWG at national and local levels.

The three sites of intervention explored – education, community and media and public awareness – are spaces where our social norms and values are shaped and communicated. Within these spaces, VAWG is frequently condoned, and even promoted. However, educational institutions, communities and the media are also potential sites of social change including the development of social norms of gender equality and respectful relationships. It is these positive contributions to EVAW's ultimate goal of ending VAWG which we most want to emphasise.

The learning from practitioners on the ground indicate that well-planned interventions can contribute to preventing violence against women and girls through various means, including: disrupting environments conducive to VAWG; raising awareness of VAWG; and changing attitudes and behaviours that perpetuate VAWG.

The interventions featured not only demonstrate that it is perfectly possible to talk to various groups about VAWG (young people, men, women and specific communities), but also that there is a great need to do so. Many people are simply confused or misinformed. Others adopt sexist attitudes almost unthinkingly. A significant minority tolerates or justifies VAWG and bystanders are not confident to challenge it. Meanwhile, women and girls who have lived or are living with violence want to talk about it and make sense of their experiences. What emerges across the case studies is peers are an important source of support. Young people, for example, often find it easier to talk to their friends than to adults, so they are more likely to take up messages about the issues by talking about them together – and sustain a change in attitude or behaviour – if peers back them up. Unlike support services, which focus on individuals, prevention must focus on groups – be they friendship networks, students, communities, businesses, workplaces, professionals – if they are to have the desired impacts.

Education

The overall learning from practitioners in education settings supported findings from similar and related research, and can be summarised as follows:

- Interventions should explicitly address human rights and gender equality issues, including gender stereotypes, power relations and control.
- A "whole school approach" is necessary for sustainable interventions.
- Young people value information about relationships and violence, especially when it is delivered within a safe, "clearly boundaried" environment.
- School staff need to be trained and supported in order to gain confidence to lead discussions on issues related to violence against women and girls. Support from external agencies is valued by staff and students.
- The use of interactive and experiential methods is more effective.[64]

A clear finding from all the case studies is the importance of delivering consistent messages within systematically created spaces; otherwise, the impact of prevention work in schools is severely limited. Challenging sexist language and behaviour needs to be part of a school's day-to-day business; in the absence of such challenges, young people speedily revert to previous patterns. According to Womankind's research, a "whole school approach" means creating a strong institutional culture of respect, exemplified by staff conduct with each other and their pupils. Staff and students who fail to uphold these values should expect to receive sanctions.

The case studies highlight the need for greater attention to exploring how gender is learnt and offering safe spaces to explore how young women and men are affected by traditional masculinities and femininities. Teachers should encourage boys who display mutual respect and the ability to demonstrate their feelings and emotions, by rewarding this behaviour. Concomitantly, teachers should actively challenge harmful or stereotyped masculinities and femininities, and actively encourage positive alternatives.

Barrier: Persuading schools there is a problem to be solved

The profiled organisations found that one of the biggest barriers to work in schools is the widespread belief, held by many teachers and the communities within which they exist, that VAWG is not an issue which affects them. Research by the Institute of Education and Womankind shows the importance of involving teachers and young people in the investigation process; by asking staff and pupils themselves to collect data about sexist attitudes and behaviours at school, those involved were helped to open their eyes to a problem they had previously not recognised.

64 The case studies echo the findings of research by Womankind Worldwide and others. See Maxwell,C et al., *A whole school approach to promoting gender equality and challenging violence against women and girls,* A report and toolkit by Institute of Education, University of London and Womankind Worldwide (2010). Ellis, J., '*Primary Prevention of Domestic Abuse through Education*' in Humphreys, C., Houghton, C., and Ellis, J., *Literature Review: Better Outcomes for Children and Young People affected by Domestic Abuse – Directions for Good Practice, Edinburgh: Scottish Government* (2008).

Barrier: Schools lack time

The case studies suggest that schools' lack of time for what is perceived as an "add on" to the central curriculum can be a significant barrier. Although many schools were happy to deliver VAWG issues within the PSHE and Citizenship timetable, or whole school events, they rarely dedicate more than four or five lessons a year to the issues, which makes mainstreaming them across schools nigh on impossible.

Enabler: Gaining schools' trust

Organisations profiled discovered that one of the key "enablers" to accessing schools and delivering the work is having a positive reputation; this can be gained by receiving funding from a reputable donor. Although some schools thought the work would reflect positively in their Ofsted reports, schools were sometimes concerned about being "linked to VAWG" because of the potential harm this might bring to their reputations; this is an obstacle which is likely to become more acute as schools are given increasing powers to determine priorities over what is (or is not) talked about in the classroom, and what kind of school support and training is funded.

Enabler: Provision of specialist VAWG support to schools

Given that many young women and men will have already experienced violence (including sexual harassment) at school, domestic violence at home,[65] and/or violence in their own intimate relationships,[66] it is important that school staff are prepared to respond to disclosures;[67] schools were appreciative of organisations able to provide links to this support.

Enabler: Framing work in the language of "healthy relationships"

In the absence of obligations on schools to have specific policies on sexual harassment or sexist bullying,[68] all of the profiled organisations framed their discussions within the neutral and individualistic concept of "healthy relationships", thus facilitating their access to schools. The case studies then utilised these concepts to move on to developing a greater understanding of the unacceptability of different forms of VAWG, and to help students realise that all VAWG represents an abuse of power. The organisations challenged common myths that women and girls "ask for", "deserve" or "provoke" VAWG, and gave young people the language they need to name violent behaviour.

The profiled organisations place discussions of VAWG in the context of gender stereotypes, encouraging young people to think about positive alternatives to violent and exploitative relationships in which equality is a core value and thus different ways of being female and male. There is a danger, however, that teaching about "relationship skills" places the responsibility on young people to avoid violence by being skilful at

65 Maxwell,C et al., *A whole school approach to promoting gender equality and challenging violence against women and girls*, A report and toolkit by Institute of Education, University of London and Womankind Worldwide (2010).

66 Barter et al, *Partner exploitation and violence in teenage intimate relationships, NSPCC* (2009). Available at http://www.nspcc.org.uk/Inform/research/findings/partner_exploitation_and_violence_wda68092.html, accessed 8 May 2011.

67 Carmody, M., S. Evans, et al, *Framing Best Practice: National standards for the primary prevention of sexual assault through education* (2009). Available at http://www.nasasv.org.au/PDFs/Standards_Full_Report.pdf, accessed 8 May 2011.

68 In Scotland, England and Wales, guidelines on bullying do refer to the Equality Act, 2010, and various equality strands including gender, but obligations are limited to generic bullying policies as Local Authorities and schools are able to interpret the guidelines as they see fit.

negotiating techniques. Organisations were careful not to place impossible requirements on young people to stop violence particularly in cases in which the perpetrator is in a position of trust or authority, or connected with their own families.[69]

Community

The case studies described here show how different communities have made small but significant steps towards breaking silences around forms of VAWG and establishing community responsibility for ending VAWG. In each case, the communities involved have directly addressed issues of VAWG and gender inequality, and forged new alliances with partners such as business people, politicians and young men. The initiatives profiled provide evidence that a single individual or sector cannot address the problem alone.

The various strategies deployed aim to raise awareness of the prevalence of violence, debunk myths such as blaming the victim, cultivate empathy and foster a climate that respects and de¬fends women's rights. By working with a range of actors whose attitudes and behaviours help shape societal norms, the projects encourage community ownership and "buy-in" from a range of stakeholders; communities come to see it as their own responsibility to intervene in cases of VAWG. Addressing men and boys as potential allies, enabling women and girls become advocates, and families and communities become supporters and active challengers are all examples of promising practices.[70]

Barrier: Entrenched myths and beliefs

Irrespective of their focus or target group, organisations working at the community level experienced similar barriers to their work. Convincing people that VAWG is a problem at all is a time-consuming task; with many projects, the first step was simply to raise awareness of the prevalence of VAWG, and the different forms it can take. Firmly entrenched beliefs that VAWG is an inevitable part of the "natural order" – or even represents some kind of long-standing "tradition" – is a barrier to a shift in attitudes whereby people start believing that VAWG is *preventable*.

Barrier: Resistance to change

Resistance to change is also rooted in the fear of potential fall out; if men's credibility and status are reliant on them showing aggression rather than empathy, men stand to lose face if they are publicly seen to go against these powerful but unspoken "rules". Equally it is hardly surprising that women can "collude" in maintaining unequal power relations – for example, by "buying in" to the culture of sexualisation – since it is through women's adherence to a "standardised" beauty that society credits them with status. Finally, the significant majority who disagree with sexism and violence but fail to speak out when they witness it, often do so because of the perceived (but sometimes very real) risk of public humiliation.

69 Harne, L., *Sexual Violence and the school curriculum, in Women, Violence and Strategies for Action.* Feminist Research, Policy and Practice. Radford, J., Friedberg, M., Harne, L., (2000).

70 UNIFEM and Action Aid, *Together We Must! End Violence Against Women and Girls and HIV & Aids. A review of promising practices in the intersection* (2009).

Enabler: Working through networks and building alliances

Nearly all the organisations implemented their work through networks or by engaging key individuals in the community. These allies brought important resources to the cause, including skills, knowledge, people, time and legitimacy. There is a high level of interest in prevention work through existing infrastructures, including local government, NHS partnerships, youth services and VAWG or domestic violence coordinators. Sometimes new networks were formed where existing structures did not share a gendered and human rights approach. The offer of a public reward helped secure support and, in turn, served to raise public awareness of VAWG. However, even when working in partnership was successful, building trust and common understanding was time-consuming. And when key people within partner organisations left, building new relationships required time.

Enabler: Community development approach

A community development approach, as used by organisations such as FORWARD, has proved an effective approach in preventing VAWG at a community level. Organisations which involved communities in identifying key issues, finding the solutions and implementing a strategy, were able to have a measureable impact. Gaining the language with which to challenge sexism was a key factor in mobilising people into action. The fact that the people delivering messages are based in the community itself means the work is more likely to be sustainable.

Enabler: Enabling women, engaging men and boys as allies

Most of the strategies focused on empowering women in their communities to shift their perception and response to VAWG. This approach explicitly recognises that women are central to change and need a safe space for collective empowerment, as well as leadership development and support. The case studies also feature important work targeted at men, drawing on the logic that men are the majority of perpetrators of violence and that male socialisation is therefore a significant cause of VAWG. This approach also reflects increasing recognition that men are potential collaborators in, and beneficiaries of, primary prevention efforts to challenge the systems and social norms which perpetuate VAWG. Many men do not use violence, but have not been encouraged to speak out against it. The example of Eaves Housing working with young men shows the potential of increased knowledge about prostitution enabling young men to take up new positions.

Media and public awareness

The profiled interventions in the area of media and public awareness aim to prevent VAWG by creating media which busts myths and stereotypes that justify violence, improving the accurate reporting of violence to challenge attitudes and by challenging the way in which the media and popular culture normalise the sexual objectification of

women. By employing diverse strategies and working at different levels – reaching the general public through TV adverts, empowering women to take direct action against sexual objectification in the media and working with journalists - each intervention seeks to shift the social norms which serve to excuse VAWG.

Barrier: Media as a key source of sexualisation and gender stereotypes

A major tension of the media and public awareness as a site of intervention to prevent VAWG is the role of the media in perpetuating myths and stereotypes about VAWG as well as gender stereotypes which are key factors contributing to the perpetration of VAWG. These include norms dictating gender roles, the glamorisation of violence and rewards for aggressive masculinity. Further, the growing culture of sexualisation and broader cultures of violence in the media and popular culture also create a conducive context for the perpetration of VAWG.

Each of the interventions takes a different approach to tackling this challenge. Zero Tolerance produced educational guidelines for journalists. Meanwhile, OBJECT harness public disagreement with media representations of women, through direct action in shops selling various types of media that reinforce negative gender stereotypes. OBJECT has empowered previously passive consumers to take action and feel that their voice counts. Its campaigns have effected changes in the way media is sold to the public by retailers including *Tesco*, *Sainsbury's* and *Asda*. Rape Crisis Scotland's campaigns sought to harness the media to promote an alternative message through television advertising, provoking public debate.

Enabler: Working in partnership and engaging individuals

All the interventions profiled demonstrated that working in partnership was a key enabling factor for prevention work. For Rape Crisis Scotland harnessing the support of various agencies was integral to the planning process, including the police, health and education. This has meant that the campaign lives on and public awareness continues to be raised through agencies' extensive networks long after the original billboards have come down.

Enabler: Using social media to reach new audiences

Rape Crisis Scotland (RCS) successfully harnessed the media to raise public awareness and challenge attitudes. RCS' billboard posters and *YouTube* film not only provoked public debate but shifted people's attitudes. In particular, social media has been crucial to the success of the initiatives, from the hugely popular web forums managed by RCS, and their use of Facebook and Twitter, also used by OBJECT.

Enabler: Investment in research and evaluation

The Rape Crisis Scotland case study highlights the importance of having adequate resources to conduct research to inform interventions and independent evaluations to measure impact. The research prior to the campaign development was critical for ensuring the proper crafting and targeting of messages, thus increasing its potential impact. The independent evaluation was not only important for measuring the impact of

the campaign, but also enables valuable learning to be shared amongst practitioners for future campaigns.

Moving beyond 'promise': the need for long-term and targeted national and local prevention policies and programmes

The initiatives profiled in this report across the three settings covered by this report (education, the community, media/public awareness) highlight that more work is needed to identify successful strategies that can bring about shifts in attitudes and behaviour, and then be replicated or scaled up. More data is needed to make stronger conclusions, and more work must be done to better understand how gender stereotypes are formed and reinforced, how the content of programmes changes behaviour and the specific change mechanisms they employ. The limited knowledge about effective strategies is exacerbated by the fact that funding for prevention work has generally been ad hoc or non-existent.

This report is intended to be a first step towards strengthening the evidence base for promising prevention work in the UK that uses a gendered and human rights approach to address different forms of VAWG. The voices of front-line practitioners make a clear call for UK-wide coordinated action across governments on the prevention of VAWG to support the work being done at a grassroots level. No one initiative alone will end violence against women and girls. For too long, there has been no policy or funding support for VAWG prevention, leaving small and under-resourced voluntary sector organisations to carry the task. There is a clear role for national leadership from Governments and Local Authorities to move beyond the "promise" of these approaches, and build support for the increased knowledge, institutional capacity and resources necessary to create a safer world for women and girls.

References

American Psychological Association, *Sexualisation of girls* (2007). Available at http://www.apa.org/pi/women/programs/girls/report.aspx, accessed 16 May 2011.

Banyard et al, Rape *Prevention through bystander education*, University of New Hampshire, USA (2005).

Barter et al, *Partner exploitation and violence in teenage intimate relationships*, NSPCC (2009). Available at http://www.nspcc.org.uk/Inform/research/findings/partner_exploitation_and_violence_wda68092.html, accessed 8 May 2011.

Carmody, M., S. Evans, et al, *Framing Best Practice: National standards for the primary prevention of sexual assault through education* (2009). Available at http://www.nasasv.org.au/PDFs/Standards_Full_Report.pdf, accessed 8 May 2011.

Cawson, P., et al, *Child maltreatment in the United Kingdom: a study of the prevalence of child abuse and neglect* (2000)

Coy, M., Lovett, J. and Kelly, L., *Realising Rights, Fulfilling Obligations: A Template for an Integrated Strategy on Violence Against Women for the UK*, End Violence Against Women Coalition (2009).

CRG Research Ltd, *An Independent Evaluation of the TRUST Education Project* (2009).

Crown Prosecution Service, *CPS Guidance on Prosecuting Cases of Domestic Violence*, http://www.cps.gov.uk/publications/prosecution/domestic/domv_guidance.html#a02

Department for Education, *Gangs and Group Offending Report* (2008).

Ellis, J., 'Primary *Prevention of Domestic Abuse through Education*' in Humphreys, C., Houghton, C. and Ellis, J., *Literature Review: Better Outcomes for Children and Young People affected by Domestic Abuse – Directions for Good Practice*, Edinburgh: Scottish Government (2008).

Ellis, J., *Preventing Violence Against Women and Girls: A Study of Educational Programmes for Children and Young People* (2004).

Farley, M. et al, *Men Who Buy Sex – Who they buy and what they know* (2009).

Farley, M., 'Prostitution and Trafficking in Nine Countries: An Update on Violence and Posttraumatic Stress Disorder', *Journal of Trauma Practice*, 2:3/4, pp.33-74 (2003).

Greytak, E., *Educating for the prevention of sexual abuse: an investigation of school-based programs for high school students and their applicability to urban schools*, Penn GSE Perspectives on Urban Education 1 (2003) Available at http://www.urbanedjournal.org/notes/notes0007.pdf, accessed 16 May 2011.

Hagemann-White et al: *Factors at play in the perpetration of VAW, VAC and SOV, A multi-level interactive model*, Annex to: European Commission, Feasibility study to assess the possibilities, opportunities and needs to standardize national legislation on violence against women, violence against children and sexual orientation violence, Publications Office of the European Union (2010). Available at http://ec.europa.eu/justice/funding/daphne3/funding_daphne3_en.htm, accessed 8 May 2011.

Harne, L., *Sexual Violence and the school curriculum*, in Women, Violence and Strategies for Action. Feminist Research, Policy and Practice. Radford, J., Friedberg, M., Harne, L. (2000).

Heise, L., 'An integrated, ecological framework', *Violence against Women* 4(3): 262-290 (1998).

Home Office, *Paying the Price: A Consultation Paper on Prostitution* (2004).

Home Office, *Solutions and Strategies: Drug Problems and Street Sex Markets* (2004).

Home Office, *Tackling Gangs Action Programme* (2008).

ICM poll, November 2006, commissioned by EVAW: A *survey of 16 – 20 year olds in the UK and Wales* (2006).

Järvinen et al, Hard Knock Life: *Violence Against Women – a guide for donors and funders*, New Philanthropy Capital (2008).Costs in 2006/7 prices.

Kandiyoti, D., Bargaining with patriarchy. *Gender and Society*, Vol. 2, No. 3, Special Issue to Honor Jessie Bernard (2008)

Katz, J., The Macho Paradox. Why some men hurt women and how all men can help, Sourcebooks Inc (2006).

Kaufman, M., 'Building a movement of men working to end violence against women. Development' 44.3, Violence Against Women and the Culture of Masculinity (2001).

Matthews, R., *Prostitution, Politics and Policy*, Oxford: Routledge (2008).

Maxwell, C.et al., *A whole school approach to promoting gender equality and challenging violence against women and girls*, A report and toolkit by Institute of Education, University of London and Womankind Worldwide (2010).

Michau, L., Approaching old problems in new ways: Community mobilization as a primary prevention strategy to combat violence against women. *Gender and Development,* 15(1), 95-109 (2007).

Papadopoulos, L., *Sexualisation of Young People Review*, Home Office (2010).

Race on the Agenda, *Female Voice in Violence Project: A study into the impact of serious youth and gang violence on women and girls* (2010).

Scottish Rape Crisis, *"This is Not An Invitation to Rape Me"* Briefing Paper (2009).

Sex Education Forum, *Key findings: young people's survey on sex and relationships education* (Briefing paper) (2008).

Taskforce on the Health Aspects of Violence Against Women and Children, *Responding to violence against women and children – the role of the NHS* (2010).

UNIFEM and Action Aid, *Together We Must! End Violence Against Women and Girls and HIV & Aids. A review of promising practices in the intersection* (2009).

UNIFEM Regional Scan, South Asia, in UNIFEM, *Not a Minute More. Ending Violence Against Women* (2003).

UNIFEM, *With an End in Sight: Strategies from the UNIFEM Trust Fund to Eliminate Violence Against Women* (2000).

United Nations Special Rapporteur on Violence against Women, Press Statement (2010). Available at http://www.un.org/News/Press/docs/2010/wom1782.doc.htm, accessed 16 May 2011.

United Nations, *Remarks of Secretary-General Kofi Annan to the Inter-Agency Videoconference for a World Free of Violence against Women*, SG/SM/6919/WOM/1113, http://www.un.org/News/Press/docs/1999/19990308.sgsm6919.html, accessed 2 February 2011.

Victorian Health Promotion Foundation (VicHealth), *Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victoria* (2007).

World Health Organization and London School of Hygiene and Tropical Medicine, *Preventing Intimate Partner and Sexual Violence Against Women; Taking Action and Generating Evidence* (2010).

YouGov, *"Sex Education" survey for Channel 4* (2009).

Appendix A: Model of VAWG Perpetration:

LEVEL Overall structures in the social order (Macro)

FACTORS

Devaluing women
– Gender inequality, unequal power relations between women and men and the subordination of women

Masculinity
– Normative heterosexual masculinity

Media violence
– Glorification of violence and sexualisation of women and girls

Impunity
– Weak or limited laws against violence

Children's status
– Lack of respect for children's and especially girl's rights

POLICY IMPLICATIONS

Interventions needed at a structural level to:

- Achieve formal and substantive gender equality
- Promote alternative models of masculinity
- Regulate violence in the media
- Regulate the sexualisation of women and girls in the media
- Strengthen laws against violence
- Promote children's/girl's rights

LEVEL Social norms and practices that regulate daily life (Meso)

FACTORS

Entitlement
– Male entitlement to sex and services from women

Failed sanctions
– Failure of criminal justice system to respond, poor implementation of law resulting in no sanctions for perpetrators

Discrimination
– Discrimination against women and girls in society e.g. workplace and education

'Honour' codes
– Enforcement of 'honour' and shame around violence against women

Poverty pockets
– High concentrations of poverty, discrimination and social exclusion resulting in very low access to material resources, education and regular employment

POLICY IMPLICATIONS

Interventions at a societal level needed to:

- Challenge the idea of male entitlement
- Improve implementation of laws and increase conviction rates of /sanctions on perpetrators
- Eliminate discrimination against women and girls
- Challenge codes of 'honour' and shame
- Improve access to resources for socially excluded and disadvantaged communities

LEVEL Day to day interactions in the immediate environment (Micro)

FACTORS

Peer approval
– Peer-groups support, valorise and reinforce VAWG

Stereotypes
– Rigid constructions of what is 'normal' for a man/boy/woman/girl

Myths
– Persistent stereotypes and misunderstandings about VAWG

Rewards
– Real or perceived rewards for violence

Opportunity
– Conditions that facilitate perpetration of VAWG

Family stress
– When pressures such as unemployment, social isolation and other stressors come together

Obedience code
– Different expectations of daughters

POLICY IMPLICATIONS

Interventions needed in the immediate environment needed to:

- Challenge peer support for violence
- Establish active peer disapproval of VAWG
- Transform gender stereotypes through education and public awareness
- Challenge myths about VAWG
- Ensure all schools and workplaces have effective policies, sanctions and redress for all forms of violence against women and girls
- Improve access to resources, education and support for families living in poverty, especially women and children
- Re-value daughters

LEVEL Individual life history (Ontogenetic)

FACTORS

Masculine Self
– Hostile towards women and approving of violence against women, need to prove self as 'real man'

Emotional and cognitive deficits
– Lack of empathy and respect for women and girls

Growing up in families unable to provide basic care Depersonalised sex
– Sexual socialisation oriented to power and control

Stimulus abuse
– Abuse of pornography, alcohol and drugs

Early trauma
– Early exposure to violence in the home or abuse of trust

POLICY IMPLICATIONS

Interventions needed at a personal and family level to

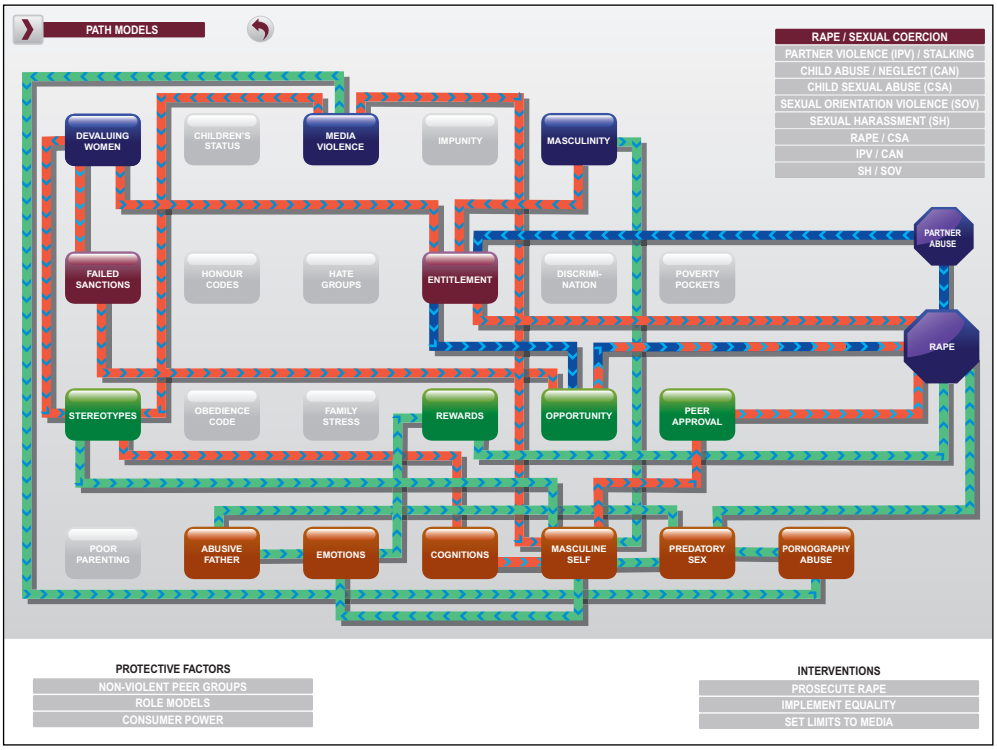
- Promote alternative secure masculine identities that do not devalue women
- Expand perceptions of women and children, especially where they are seen/treated as property
- Increase family support and parenting programmes which address gender
- Promote sexual ethics and ethics of care through education
- Enable young men to critically assess pornography
- Ensure drug and alcohol abuse services are informed by understandings of VAWG
- Ensure that mental health care informed by understandings of VAWG
- Ensure support for children who have been abused

Factors contributing to violence against women and girls (adapted from '*Factors at play in the perpetration of violence against women, violence against children and sexual orientation violence*', developed by Hagemann-White et al in 2010)

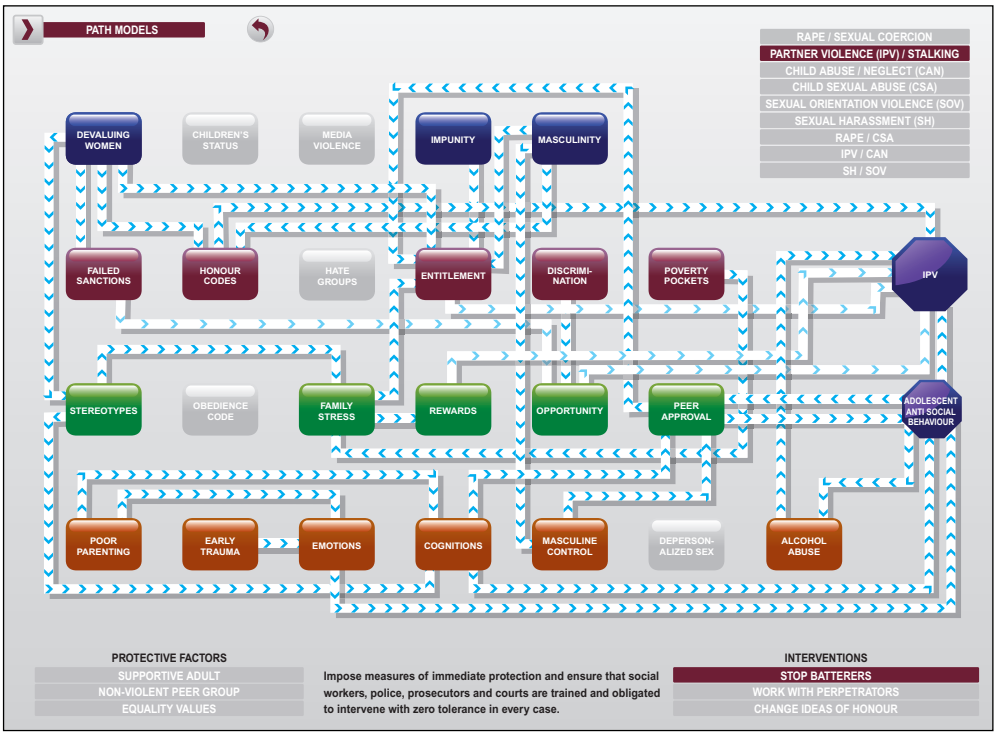
Pathways in the perpetration of VAWG

Note: These are screen shots of the original Hagemann-White model.[67]

Pathways in the perpetration of sexual violence



Pathways in the perpetration of domestic violence



67 Hagemann-White et al: *Factors at play in the perpetration of VAW, VAC and SOV, A multi-level interactive model*, Annex to: European Commission, *Feasibility study to assess the possibilities, opportunities and needs to standardize national legislation on violence against women, violence against children and sexual orientation violence*. Publications Office of the European Union (2010). Available at http://ec.europa.eu/justice/funding/daphne3/funding_daphne3_en.htm, accessed 8 May 2011.

ISBN 978-0-9558609-4-2

www.endviolenceagainstwomen.org.uk